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ABSTRACT

Proceedings of two workshops held to improve vocational education through advisory committees, along with an evaluation of each workshop, are presented. A format is included for a workshop for secondary vocational administrators and local advisory committee members and a workshop held for postsecondary vocational administrators and local advisory committee members. Objectives of each workshop, the pretest-posttest questions used to evaluate each objective, and test results are discussed. The major difficulties in the process of planning, conducting, and evaluating the workshops, along with suggestions for remediation, are given. The following papers presented to workshop participants are included: (1) "The Purposes and Functions of the Local Advisory Council," by Toley W. Hart; (2) "How to Motivate Vocational Educators to Work with Local Advisory Committees," by L. T. Hampton; (3) "How to Use Local Advisory Committees in Planning for New Facilities," by D. E. Talley; (4) "Ways to Maximize the Utilization of Local Advisory Committees," by Charles O. Whitehead; (5) "The Purpose and Function of Local Advisory Committee," by J. B. Whitely; and (6) "How to Use an Advisory Board for Course Curriculum Development," by Betsy Blair. (LRA)

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IMPROVING VOCATIONAL EDUCATION THROUGH UTILIZATION OF ADVISORY COMMITTEES

Edited by

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

I. Introductory Matters

A. Background 1

B. The Problem 1

C. The Objectives 5

D. Procedures 6

II. The Workshop for Secondary Vocational Administrators and local Advisory Committee Members

A. Objectives 8

B. Measurement of the Objectives 8

C. Workshop Format 19

D. Papers Presented 21

III. The Workshop for Post-Secondary Vocational Administrators Administrators and local Advisory Committee Members

A. Objectives 47

B. Measurement of the Objectives 48

C. Workshop Format 55

D. Papers Presented 57

IV. Concluding Remarks 88

I. INTRODUCTORY MATTERS

A. BACKGROUND

As one of its major objectives, vocational education has to provide classroom-shop-laboratory experiences that are of maximum utility to the student. Deeply imbedded within this objective is the concern of where vocational educators ought to look in order to determine the elements to include in the curriculum. Over the years a number of practitioners and theorists have proposed ways to help establish and maintain relevant programs in vocational education.

The utilization of an advisory council at the national level for the above purpose was included in vocational education for more than sixty years. The Smith-Hughes Act of 1917 (P.L. 64-347) provided funds for the establishment of a Federal Board for Vocational Education. Included among the responsibilities legislated to this body were:

> ...to make, or cause to have made studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industries, commerce and commercial pursuits, and home economics. Such studies, investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships, trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools, and of courses of study and instruction in vocational subjects. (Sec. 6, P.L. 64-347).

The Federal Board for Vocational Education, unlike contemporary advisory councils, had the power to "withhold the allotment of monies to any state whenever it shall be determined that such monies are not being expended for the purpose and under the condition of this Act." (Sec. 16, P.L. 64-347). Furthermore, the Federal Board was required to "make

an annual report to Congress, on or before December first, on the administration of this Act..." (Sec. 18, P.L. 64-347).

From the above it can be seen that while the Federal Board for Vocational Education was responsible for the overall administration of federal funds for the purpose, an advisory role was included among its duties. This board was not continued in the landmark legislation entitled the Vocational Education Act of 1963 (P.L. 88-210). Established in its place was an "Advisory Committee on Vocational Education." The duties of this committee included: "...advise the Commissioner in the preparation of general regulations and with respect to policy matters..." (Sec. 9 (b)).

In P.L. 88-210, state plans for vocational education, prepared under the guidelines emanating from details in the legislation, were approved by the U.S. Commissioner of Education. Provisions were made for the establishment of a State Advisory Council by the following statement:

> ...if such State Board does not include as members persons familiar with the vocational education needs of management and labor in the State, section 8 (1) of this Act, provides for the designation or creation of a State Advisory Council which shall include such persons, to consult with State Board in carrying out the State Plan; ... (Sec. 5 (a) (1)).

P.L. 88-210 also provided for the appointment of an Advisory Council on Vocational Education for the purpose of reviewing the administration of the vocational education programs for which federal funds had been used. The makeup of the council was stipulated so as to insure representation from the major sectors of labor, management, vocational education, and the public.

In response to recommendations made by the Advisory Council on Vocational Education, the amended legislation (P.L. 90-576, called the Vocational Education Amendments of 1968) gave more attention to advisory councils. A National Advisory Council on Vocational Education was created and its twenty-one members included persons who were: a) representative of labor and management; b) familiar with manpower problems and administration of manpower programs; c) knowledgeable about administration of state and local vocational education programs; d) experienced in the edu-

cation and training of the handicapped; e) familiar with socio-economic disadvantaged individuals; f) knowledgeable of postsecondary and adult vocational education programs, and g) representative of the general public.

The major charges given to the National Council were to: a) advise the Commissioner on matters related to vocational education; b) review the administration and operation of federally funded vocational education; c) conduct independent evaluations of the programs.

For the first time, each state was required to establish a State Advisory Council. Its membership was to be similar to that of the National Council and funding was earmarked for its operation. The duties of this group included: 1) advise the State Board on matters regarding the administration of the State Plan; 2) evaluate federally-funded vocational education efforts in that state and distribute the results of the evaluation; 3) prepare an annual evaluation report from the State Board of the U.S. Commissioner and the National Council, which evaluates the effectiveness of federally-supported vocational education in that state.

Although advisory committees at the local level have been found in some schools for a number of years, the widespread adoption of the idea that such committees ought to be utilized was strongly urged by the National and State Advisory Councils. Their utilization is now required. Let us look at this matter and the manner in which it relates to the development of the workshops and this report in more detail.

B. THE PROBLEM

Public school vocational programs are required to utilize local advisory councils. The Texas Education Agency Guide for planning vocational programs states that "local education agencies shall establish advisory councils to assist in planning, conducting, and evaluating programs of occupational education. Members of advisory councils should be appointed by the superintendent. When a school is conducting several programs, council membership should represent the several occupational areas, and subcommittees from the council should be established so that specific assistance can be provided for individual course offerings."[1]

This requirement originates with the federal act (Public Law 94-

46.2), which states:

> "Local educational agencies and post-secondary institutions are required by the Act (section 105 (g)) to establish local advisory councils to provide advice on current job needs and on the relevancy of courses being offered to meet these needs."[2]

The T.E.A.'s booklet entitled Priorities of the State Board of Education (Jan. 1977) includes the following objective of the Vocational Education priority area:

> Require full utilization of local advisory committees in the evaluation of needs for and curriculum content of new and emerging programs.[3]

The following statement extracted from the Seventh Annual Report of the Advisory Council for Technical-Vocational Education in Texas is an indication of the fact that there is some concern about effectively utilizing local advisory councils: "Vocational education advisory committees, in some communities, are not being used to the extent that they should be used. In communities where LAC's are not being used to the extent that they should be used two major deficiencies are prevalent: ...a lack of understanding on the part of the school board, school administration and vocational administrators of the real purpose and function of LAC's; and... a lack of understanding of their function."[4] A major goal of these workshops is to address themselves to this concern. By improvement of utilization of advisory councils, teachers will become competent by being more aware of the trends and concern in the business-industrial labor sector.

In 1977, a study to determine the effectiveness of a one-day conference for upgrading the purpose, functions, and responsibilities of local advisory councils to vocational-technical education was conducted. Included among the findings and conclusions were the following: "The study indicated that this invitational regional workshop was a very suitable device for upgrading the functioning of local advisory committees to vocational/technical education...an evaluation (found)...The participants...indicated that the workshop had increased overall understanding of advisory councils, their functions and responsibilities...the workshop provided new ideas on how to involve the community and insight into the initiation and organization of advisory

councils...they felt that this type workshop would be of value to other school district council members, vocational administrators and vocational educators..."[5] Benefits derived by vocational and administrative personnel, according to the evaluation of this study, included: "...the workshop provided them with new ideas for utilizing and working with advisory councils...that the effectiveness of their councils had improved or would improve as a result of their personal attendance."[6] And the final report also indicated: "The procedure by which a team of professional vocational educators and lay advisory members from each school district or post-secondary institution was invited to participate together was an effective device for in-service education of general administrators and vocational personnel, as well as increasing the understanding of laymen."[7]

One of the major recommendations was that such an activity should be conducted with a focus on major urban areas.[8]

The conduct of two workshops, one of secondary school vocational administrators and advisory council members, and a second one for post-secondary school vocational administrators and advisory council members, was the setting for the offering of this form of in-service education. These workshops provided the setting for the refinement of materials that have statewide application.

C. OBJECTIVES

1. To develop and conduct two regional workshops for local advisory council members and educational administrators in secondary and post-secondary schools.
2. To organize and conduct workshops for local advisory council members and vocational educational administrators in the Region IV Education Service Area (which includes the counties of Harris, Liberty, Chambers, Brazoria, Fort Bend, Waller, and Galveston).

D. PROCEDURES

The activities preceding the conduct of the two workshops began in November, 1977. A discussion regarding the need for such an effort was held with several Texas Education Agency specialists in attendance at that time. The investigator was encouraged to prepare an exploratory, skeleton proposal to submit to an evaluation committee at the Texas Education Agency. The outcome of the forthcoming effort was a suggestion that a proposal describing the details of the effort be prepared and submitted to the Texas Education Agency.

A final decision as to whether the proposal would be funded was made in May, 1978. The relative late date of its acceptance necessitated some hasty organizing efforts in order to plan the two workshop agendas in time for the proposed dates in August. Most of June and July were spent in obtaining speakers, recorders, hosts, and identification of possible participants. About ten days prior to the date of the workshops, the programs were finalized, as was the list of invitees.

An important part of the process was contacting each vocational director in the school districts and community colleges in the seven-county area. The initial contact was made by telephone. At that time, each director was asked to provide the names and addresses of persons who chaired their vocational advisory committees and to suggest other vocational educators who ought to be invited. A sizable list was compiled, and all those on it were issued a letter of invitation signed by L. Harlan Ford, Deputy Commissioner for Programs and Personnel Development of the Texas Education Agency. Those who responded affirmatively to this written invitation became the roster of participants for the two workshops.

The events were held on August 16 (Secondary) and August 17 (Post-secondary) at the School of Education of Texas Southern University in Houston.

Shortly after the completion of these events, the preparation of this final report was initiated. The ultimate product of the effort was the creation of this document. Dissemination of the report includes participants, various Texas Education Agency officials, members of the Texas Advisory Council, State Directors of Vocational Education, vocational administrators in the

school districts of Texas, community college deans of occupational programs, throughout the nation, the fifty state directors of two-year colleges, and the Vocational Education Division of the national ERIC System.

II. THE SECONDARY VOCATIONAL WORKSHOP FOR ADMINISTRATORS AND ADVISORY COMMITTEE MEMBERS

A. OBJECTIVES

The basic rationale of the workshop was as follows: By improving their interaction and utilization of local advisory committees, secondary vocational educators would increase their competency by becoming more aware of the trends and concerns in the business-industrial-labor sector of society.

The overall objectives of the workshops are stated in the introductory section. Following are the most specific objectives for the secondary vocational workshop for administrators and advisory committee members.

1. To develop understanding on the part of secondary vocational administrators and selected vocational advisory committee members of the real purposes and functions of local advisory committees.

   The first general session was devoted to this objective. Four questions (listed in the following evaluation section) related to the objective were dealt with by the speaker of General Session One.

2. To develop the understanding of these persons as to their function in working with and utilizing local advisory committees. This topic was dealt with in the several small group sessions; and the questions addressed by the speakers in those activities are listed in the following evaluation section.

3. To develop understanding of ways that secondary school vocational administrators can maximize the utilization of local advisory committees.

   This topic was assigned to the dinner speaker; and the four questions with which he dealt are stated in the evaluation section that follows.

B. MEASUREMENT OF THE OBJECTIVES

The following strategy was used in an attempt to have the speakers and the participants focus their efforts upon the workshop objectives. First, each speaker was informed of the objective toward which his efforts were to be directed. Second, in view of the declared objective, each was asked to submit to the investigator the broad topics they planned to include in their presentation. Third, the investigator utilized these submitted topics as the

basis for developing four questions. In order to insure congruency between the original topics and the questions, the investigator asked for review and approval by the speaker. Fourth, these questions were then included in the pre-session and post-session questionnaires. The instruments were identical in content, thereby providing a basis for the investigator to identify changes in views by the participants on each of the questions.

The pre-session questionnaire was administered in two installments. Eight questions (four dealing with the first general session (Objective I) and four relating to the dinner session (Objective III) were administered prior to the start of the first general session. The remaining four questions were administered at the beginning of each small group meeting.

Following are the eight questions dealing with the Objectives one and three:

Objective I:

1. What is the single most important purpose of a local advisory committee for a secondary school vocational program?
2. Name a second, but less important, purpose of the local advisory committee for a secondary school vocational program.
3. What is the most important function of a local advisory committee for a secondary school vocational program?
4. Name a second, but less important function, of a local advisory committee for a secondary school vocational program.

Objective III:

5. For how long should an Advisory Committee member be appointed?
6. What is the most important criterion for deciding whether an Advisory Committee member should be reappointed or replaced?
7. What is the most important way in which an Advisory Committee member can be used in follow-up of program graduates?
8. What is the most effective way in which advisory committee members can be used to improve the attitude of the chief school administrator toward the vocational program?

Group A dealt with the following four questions:

A9. Name one major criterion for determining the extent to which a vocational educator is motivated to work with an advisory committee.

A10. How can students be used to motivate vocational educators to work with an advisory committee?

A11. How can administrators be used to motivate vocational educators to work with advisory committees?

A12. How can members of the business-industrial community be used to motivate educators to work with an advisory council?

The Questions for Group B were as follows:

B9. How does one select advisory committee member for the purpose of evaluating a specific vocational program?

B10. How does one get the Advisory Committee to identify an instrument for observing the program needs in the community?

B11. How can the information obtained from the Advisory Committee members be best utilized for improvement of the vocational program?

B12. How does one continue to utilize an advisory committee in ongoing evaluation of a vocational program?

The Questions for Group C were as follows:

C9. State one way in which advisory committee members can help in making provisions for variable classroom adjustments when planning for new vocational program facilities.

C10. State one way in which advisory committee members can help in determining a standard to be used in determining adequate work space per person when planning for new vocational program facilities.

C11. State one way in which advisory committee members can help in insuring that opportunities for students to display their craft work is provided when planning for new vocational program facilities.

C12. State one way in which advisory committee members can help in developing and maintaining student pride in a new building when planning for new vocational program facilities.

The Questions for Group D were as follows:

D9. When working with an advisory committee in building a new program, what needs to be determined first: the subject matter content of the new program or the job categories that relate to the new program?

D10. What is the most important reason for involving the advisory council members in incorporating an evaluation system in a new program?

D11. What is the major effect of California's Proposition 13 on the use of strong advisory committees in building new programs?

D12. State one important way in which a Craft Advisory Committee can be involved in the development of the curriculum for a new program.

The responses to the four questions within the rubric of Objective 1, i.e., to develop understanding of the part of secondary vocational administrators and selected vocational advisory committee members of the real purposes and functions of the local advisory committee, are displayed in Table 1.

Question 1: What is the single most important purpose of a local advisory committee for a secondary school program?

The pre-session responses showed that 57% felt it should serve as a "Resource" for problem solving and curriculum planning. Most of the others saw the advisory committee's most important purpose as having to do with "Public Relations." In the post-session survey, 80% clearly favored activities in the "Public Relations" area as the single most important function.

Therefore, it appears that there was a drift toward a consensus favoring the "Public Relations" purpose for advisory committees.

Question 2: Name a second, but less important, purpose of the local advisory committee for a secondary school vocational program.

The most popular response (57%) dealt with "Public Relations," while 38% selected the "Resource" function. This shifted the other way for the post-session responses, i.e., 37% for "Public Relations" and 58% for "Resource" purposes.

Question 3: What is the most important function of a local advisory committee for a secondary school vocational program?

"Public Relations" received 38% of the pre-session responses while 30% of the post-session respondents favored this one. "Resources" received 50% of the pre-session responses and 60% of the post-session responses. This indicates little change in the respondents views from pre to post-session surveys.

Question 4: What is a second but less important function of a local advisory committee for secondary vocational program?

"Public Relations" received 55% of the pre-session and 60% of the post-session responses. "Resources" obtained 40% of the responses in both surveys. Therefore, the responses to this question did not change between the two questionnaires.

The first objective was dealt with in the first general session which consisted of a main speaker (Mr. Hart) and a three-member panel which responded to the presentation. This portion of the event took about an hour and a half and a number of questions also came from the floor in response to the presentation. The timing of this activity, along with the persons involved, are displayed in the workshop format in the following section.

Objective 3 was the focus of the Dinner Speaker (Mr. Whitehead). This Objective was: To develop understanding of ways that secondary school vocational administrators can maximize the utilization of local advisory committees. The following paragraphs review the results of the pre-session and post-session surveys on the four questions that were addressed to this objective.

Question 5: How long should an Advisory Committee member be appointed ?

In the pre-session instrument, 61% indicated 1 to 2 years and 39% stated that 3-4 years would be an appropriate length of time for such appointments. This shifted to 90% for 1 to 2 years and 10% for 3 to 4 years in the post-session survey. Therefore, a shift toward shorter appointments is seen from these results.

Question 6: What is the most important criterion for deciding whether an Advisory Committee member should be reappointed or replaced?

Almost half (46%) cited "value to the program" in the pre-session survey and chose this same option in the post-session responses. "Interest displayed" changed from 20% in the pre-session to 50% in the post-session questionnaire. No participant selected "availability" in the post-session, although 35% chose that option in the pre-session instrument. Therefore, a

tendency toward using "value" and "interest" as important criteria in choosing members of advisory committees is indicated in the results.

Question 7 What is the most important way in which an Advisory Committee member can be used in follow-up of program graduates?

As seen in Table 1, the responses had to be categorized into six divisions, but only two received major attention. Using members to "help in follow-up of graduates" was mentioned by 41% in the pre-session and 90% in the post-session surveys. About one-third cited "Public Relations" in the pre-session but this was not selected in the post-session results. Therefore, it is seen that there was a shift toward their "utilization in following up on graduates."

Question 8: What is the most effective way in which advisory committee members can be used to improve the attitude of the chief school administrator toward the vocational program?

A total of 93% cited "Public Relations-type" activities in the pre-session while the others mentioned "getting the administrator involved with the advisory committee." Those selecting this second choice increased slightly to 20% in the post-session survey. The great majority of the participants continued to indicate that "Public Relations-type" endeavors were the best approach to getting administrators to be more positive in their views of vocational programs.

TABLE 1

RESPONSES BY SECONDARY GROUP TO QUESTIONS
RELATING TO OBJECTIVES 1 AND 3

QUESTION	CATEGORY OF RESPONSE*	PRE-SESSION		POST-SESSION	
		Number	Percent of Total	Number	Percent of Total
1.	PR	18	39	8	80
	EV	2	4	1	10
	R	26	57	1	10
2.	PR	28	57	7	37
	EV	5	10	1	5
	R	16	33	11	58
3.	PR	16	38	3	30
	EV	5	12	1	10
	R	21	50	6	60
4.	PR	22	55	6	60
	EV	2	5	0	0
	R	16	40	4	40
5.	1-2 yrs.	27	61	9	90
	3-4 yrs.	17	39	1	10
6.	A	16	35	0	0
	V	21	46	5	50
	I	9	20	5	50
7.	ACC	15	41	9	90
	PR	12	33	1	10
	KNO	3	8	0	0
	EV	3	8	0	0
	DU	1	3	0	0
	O	3	8	0	0
8.	PR	39	93	8	80
	INV	4	7	2	20

*CATEGORY CODE:
- PR - public relations, liaison, articulation, student placement
- EV - evaluation, needs assessment
- R - resource person, problem solving, curriculum planning
- A - availability, willingness to serve, cooperation
- V - value to program, contributions made
- I - interest displayed
- ACC - find number of graduates in their employ, follow up studies
- KNO - accurate knowledge of the program, the community, etc.
- DU - should not be used for this purpose
- O - other
- INV - involvement, have administrators attend advisory meetings

Objective II:

Objective 2, to develop the understanding of these persons as to their function in working with and utilizing local advisory committees, was addressed in four small group sessions. The four questions which each group dealt with, and the responses to them by the participants before and after the event, are examined in the following paragraphs.

Group A: How to use local advisory committee members in building new programs.

Presenter and Discussion Leader, Mr. L.T. Hampton; Recorder, Ms. M. Priddy.

Question A9: Name one major criterion for determining the extent to which a vocational educator is motivated to work with an advisory committee.

There were ten members in this group; half of them denoted "interest and knowledge of committee work" and the others alluded to "effectiveness of the committee's past achievements." There was no marked difference in the responses between the pre-session and post-session surveys.

Question A10: How can students be used to motivate vocational educators to work with an advisory committee?

The respondents were evenly divided in the pre-session survey between "include them on the advisory committee" and "ask them for help in locating job opportunities in their special area." The post-session responses were largely limited to the first of the above.

Question A11: How can administrators be used to motivate vocational educators to work with advisory committees?

Most of the responses in both surveys were to "include them on the advisory committee."

Question A12: How can members of the business-industrial community be used to motivate educators to work with an advisory committee?

The majority of the responses were to "display enthusiasm and interest", in both the pre-session and post-session surveys.

Group B: How to use local advisory committee members in evaluating programs.

Presenter and Discussion Leader, Ms. Jean Nipper; Recorder, Mr. H. Hughes.

Question B9: How does one select advisory committee members for the purpose of evaluating a specific vocational program?

Half of the respondents (there were 8 in this group) said to "select those with expertise in the specific area," and the others were scattered among relatively nondefinitive-type answers. The post-session results favored the first response indicated above.

Question B10: How does one get the advisory committee to identify an instrument for observing the program needs in the community?

The responses were evenly divided between "close work and co-operation" and "asking the right questions". The pre-session responses focused on the first of the above.

Question B11: How can the information obtained from the Advisory Committee members be best utilized for improvement of the vocational program?

The major response for both surveys was "weighing it against other factors by the staff."

Question B12: How does one continue to utilize an advisory committee in on-going evaluation of a vocational program?

The responses were evenly divided in both the pre-session and post-session surveys among the following: "keep them involved and informed" and "utilizing their advice."

Group C: How to use local Advisory Committee members in planning new facilities.

Presenter and Discussion Leader, Mr. D. E. Talley; Recorder, Mr. V. Svajda.

Question C9: State one way in which advisory committee members can help in making provisions for variable classroom adjustments when planning for new vocational program facilities.

There were eight participants. Half of them said to "have them help in designing classrooms and shops," and the next largest response was to "use their facilities expertise." The responses were similar for both surveys.

Question C 10: State one way in which advisory committee members can help in determining a standard to be used in determining adequate work space per person when planning for new vocational programs.

The responses for both surveys were evenly divided between "utilize the experience of the committee member" and "utilize their facilities expertise."

Question C 11: State one way in which advisory committee members can help in insuring that opportunities for students to display their craft work is provided when planning for new vocational program facilities.

Half of the responses were "to provide public displays in the school and the community." Two referred to "Public Relations." The post-session responses were similar.

Question C 12: State one way in which advisory committee members can help in developing and maintaining student pride in a new building when planning for new vocational program facilities.

Half of the responses were "to visit new facilities and classes with the students." A second response was to "press for good maintenance of the facilities."

Group D: How to use local Advisory Committee members in building new programs.

Presenter and Discussion Leader, Ms. E. Patterson; Recorder, Mr. R. Anderson

Question D 9: When working with an advisory committee in building a new program, what needs to be determined first: the subject matter content or the job categories?

All but one of the nine participants selected "job categories." The post-session responses were the same.

Question D 10: What is the most important reason for involving the advisory committee members in incorporating an evaluation system in a new program?

The responses in both surveys were divided between the following: "to identify and to check program objectives" and "to make program improvements."

Question D 11: What is the major effect of California's Proposition 13 on the use of strong advisory committees in building new programs?

The two major responses in both surveys were "to assist in accomplishing goals of the programs" and "to get their help in starting new programs."

Question D 12: State one important way in which a Craft Advisory Committee can be involved in the development of the curriculum for a new program.

Virtually all the responses in both the pre-session and post-session surveys related to Public Relations.

C. WORKSHOP FORMAT

REGIONAL WORKSHOP FOR SECONDARY VOCATIONAL ADMINISTRATORS
AND LOCAL ADVISORY COMMITTEE MEMBERS

August 16, 1978
School of Education Auditorium

10:00 a.m. Welcome and Introductory Comments
Dr. J. B. Jones, Dean
School of Education, Texas Southern University

10:15 a.m. Conduct of Pretest, Part I

10:25 - 11:45 First General Session: The Purpose and Function of Local Advisory Committees

Host: Mr. Stuart B. McKenty, Coordinator
EPD Consortium

Speaker: Mr. Toley W. Hart, Superintendent
North Forest Independent School District

Panel Reactors: Mr. Terry Thompson, Brown & Root, Inc.
Mr. Lawrence E. Elkins, Superintendent
Fort Bend Independent School District
Mr. S. Allen Hall, Channelview Independent
School District

12:00 - 1:30 p.m. Luncheon, Tiger Room, Student Life Center

Host: Mr. Norman Malone, Pasadena Independent
School District

Speaker: Mr. Ben Teague, Texas Education Agency

Topic: Texas Education Agency's Involvement
with Vocational Advisory Committees
at the Local Level

1:30 - 3:30 p.m. Conduct of Pretest, Part II in each group prior to presentations

Topic A: How to Motivate Vocational Educators to Work with Local Advisory Committees

Speaker and Discussion Leader: Mr. L. T. Hampton
Gordon Jewelers, Inc.

Recorder: Ms. Mary Jo Priddy, Humble Independent School Dist.

Topic B: How to Use Local Advisory Committee Members in Evaluating Programs

Presenter and Discussion Leader: Ms. Jean Nipper
Austin Independent
School District

Recorder: Mr. Harold Hughes, Alvin Independent School District

Topic C: How to Use Local Advisory Committee Members in Planning for New Facilities

Presenter and Discussion Leader: Mr. D. E. Talley
Dow Chemical Corporation

Recorder: Mr. Virgil Svajda, El Campo Independent School Distr

Topic D: How to Use Local Advisory Committee Members in Building New Programs

Presenter and Discussion Leader: Dr. Edith Patterson
Houston Independent
School District

Recorder: Mr. Ray Anderson, Texas Education Agency (Houston)

4:00 - 5:00 Second General Session: Summary of Discussion Group Proceedings

Host: Mr. Russell Walker, Texas Education Agency

6:00 p.m. Dinner

Host: Ms. Joyce H. Hagerman, Santa Fe Independent School District

Speaker: Mr. Charles O. Whitehead, President-Elect
American Vocational Association

Topic: Ways to Maximize the Utilization of Local Advisory Committees

D. PAPERS PRESENTED

This section includes several of the papers presented in the workshop. In the interest of preserving the flavor and meaning of these presentations, editorial changes have been kept to a minimum. The views expressed here are those of the person who wrote the presentation.

THE PURPOSES AND FUNCTIONS OF THE LOCAL ADVISORY COUNCIL

by

Mr. Toley W. Hart, Superintendent
North Forest Independent School District

Ladies and Gentlemen, I am deeply honored to have the opportunity to discuss with you what I believe to be a very important part of the educational system of today and the future, "The Local Advisory Council."

Since most of you are vocational administrators, I will be speaking primarily about advisory councils for vocational education. However, I believe advisory councils are just as important to other school programs. In recent years there has been a tremendous communication gap between professional educators and the citizens they serve. This lack of communication has brought about cries of dissatisfaction from the citizens of school communities across the nation. They are tired of paying taxes and not having any input into school systems that are not meeting their needs. We, as professional educators, have not heeded these cries; therefore, we are seeing tax revolts across the country. I believe we can stop these revolts by involving the taxpayers in the planning and implementation of the school programs, and I believe the local advisory council is a good place to start.

A good advisory council, like any part of the school program, should be well planned if it is going to produce the results you expect. In doing this planning, we should first consider the purpose of the council.

1. To keep the professional educators aware of the needs of the community.
2. To keep industry aware of the presentation and training that students are receiving.
3. To keep students aware of the skills needed in industry.
4. To keep students aware of job opportunities.

I am sure that you can think of other purposes that meet the needs of your community. The list is not intended to be all inclusive, so I hope you will feel free to develop an advisory council that will serve the purposes of your community.

For the next few minutes I will try to explain why I have chosen these four purposes.

"To keep the professional educators aware of the needs of the community." This is a very broad statement that encompasses many things. First of all, what needs are we talking about? This, of course, will be determined by the size and complexity of the community you serve. If you serve a small community with very few industries, it will be rather easy to

determine what jobs are available and what skills are needed to fill these jobs. However, if you serve a large community with many industries, the job is much greater. I assume, since you are meeting in Houston, that most of you serve the Houston area. If this is true, you have a tremendous job and you definitely need an advisory council. Since we are talking about the Houston area, I'll try to talk about what you as vocational educators need to know about the Houston area:

a. What jobs are available at present?
b. What jobs do we expect to be available in the future?
c. What skills are needed to fill these jobs?
d. What kind of equipment do we need to adequately train students?
e. What types and size buildings do we need?
f. What training does a teacher need in order to teach the skills needed?
g. What academic skills are needed to perform these tasks?
h. Can we depend on industry for financial assistance?

As you can see, this list could go on for quite a while, however, I believe we have covered some of the most important things we need to know. You also realize that when this list is compiled it will be rather lengthy and probably impossible for any one school system to meet all of the needs; therefore, it is important that vocational administrators work together to plan a program for the entire area.

"To keep industry aware of the preparations and training that students are receiving." For many years we have not adequately prepared our students for the world of work; therefore, we have a selling job to do. We must convince the business community that we are now preparing students to meet their needs. This can be accomplished by inviting the advisory council to visit your programs, employ your students and then help you sell your programs to other members of the business community. Just a word of caution, be very sure you have a product that will produce before you try to sell it to the business community. They are already skeptical and any further failure on our part will only increase that skepticism.

"To keep students aware of the skills needed in industry." In the school business we often fail to motivate students to want to learn. From the time they enter school until graduation, they face teachers on a daily basis and they expect teachers to try to motivate them; therefore, they tend to resist the teacher's attempts and pass them off as just another part of the teacher's job. They also know that most teachers have not had personal experience in the business world; and because of this, they don't put much faith in the things we tell them about the business world. They react quite differently to a person who is actually employed in the business world. They know that this person has actual experience and is reasonably successful at their job; therefore, they know what skills are required. Students will listen to them, even though they may be saying the same things the teacher has been saying. With this in mind, I believe it is very important to encourage your advisory council to talk with the students and keep them aware of the skills that are needed in various occupations.

"To keep students aware of job opportunities." Again, this is an area where the students usually respond better to people from outside the school community. It is an area of great concern to most high school students, and we sometimes spend too much time concentrating on them while neglecting the younger students. I believe it is important to expose students to the various occupations at a very early age. We should start in kindergarten and continue through high school. I'm not talking about actual training, but simply making them aware of the many occupations available. The advisory council can be invaluable by speaking to the students and furnishing occupational information to the teachers.

Now that I have talked about some of the purposes of the local advisory council, I think it is very important that we understand the functions of this council. The word "advisory" means exactly that. The local advisory council is to advise the professional educators and students. They do not establish policies and procedures. This should be thoroughly understood when the council is established. This does not mean that we should meet with the council and then go on about our business as usual without considering the input we have received. We should weigh the advice of the council and implement programs that will use this advice. Remember, if we

don't need their advice and counsel, we shouldn't waste their time. When they spend their time meeting with you and your staff, they will expect to see some of their ideas implemented.

As I've mentioned earlier, it is very important that the advisory council convey information to the students. This should at least include information concerning job opportunities, job experiences and job benefits.

The advisory council should also be a public relations tool. They should share the information they receive about the various school programs. They should invite other businessmen to visit the schools, interview the students, employ students and make suggestions for improvement. If the school staff and members of the advisory council work together, they can bridge the communication gap between the school and community.

Now that we have established at least some of the purposes and functions of the local advisory council, I believe the selection of council members will have a tremendous bearing upon the effectiveness of the council.

Who should select the advisory council? This question must be answered by each school system. You, as the local vocational administrator, should discuss this with your superintendent and other staff members and come to a complete understanding before the process starts. In most systems, the vocational administration recommends to the superintendent; and he, in turn, actually makes the appointments and sends the formal invitation to prospective members. This does not mean that only the vocational administrator and the superintendent should be involved. Regardless of the formal chain of command, the teachers, students, and other administrators, especially the principal, should have input into the selection.

When should the advisory council be appointed? I'm sure that most of you already have vocational programs in operation, but ideally the advisory council should be appointed before the programs are put into operation, but ideally the advisory council should be appointed before the programs are put into operation. If this was the case, we would have a great deal of information on which to base our decisions as to which programs were needed, and what skills we need to teach. For those of you who already have vocational programs in operation the advisory council should be appointed

as soon as possible. You have already missed a great opportunity to get advice from the community, so don't postpone it any longer.

What should the make-up of the advisory council be? Again, this will be determined by the makeup of the school program and the business community. The advisory council should include employers and employees of the business community, vocational teachers, academic teachers, students, and school administrators; however, the number of members from industry should always be larger than the number of school employees and they should have the leadership roles. We need to remember that these people are here to advise and we are here to listen. I have also included students and academic teachers on this council, which is different from most councils. So often, we in vocational education forget the importance of the academic teachers. We take for granted that they will develop the academic skills that are needed by industry when atucally they don't even know what skills are needed. If they serve on the advisory council, they not only feel that they are part of the vocational program but they learn about the current needs of industry and the academic needs of students if they are to be successful in the world of work.

Since schools are for students, I believe that students should be involved in the planning process. Many times we spend a great deal of time and money planning and implementing programs that students are not interested in and will not participate in. By having students on the advisory council, we can get their reaction prior to implementing such programs.

There are many things that an advisory council can do for public schools. They are listed in numerous publications that are available to you so I won't waste your time by repeating them now. In closing, I would remind you that the public expects you to provide vocational programs that meet their needs; and I believe that a local advisory council is the best way to determine what those needs are and how to meet them.

If you are not presently using an advisory council, I encourage you to move in that direction as rapidly as possible. The information I have shared with you today is based on my experiences as an academic teacher, vocational teacher, vocational administrator, assistant superintendent and superintendent. In each of these positions, I have found that the advice you receive from concerned citizens is very useful and necessary in planning and

implementing school programs. The advisory council is a group of concerned citizens that has been selected to advise us.

I appreicate your attentiveness and I hope I have shared some information that will be of value to you. I also hope you will reap the benefits from your advisory council that I have from mine.

HOW TO MOTIVATE VOCATIONAL EDUCATORS TO WORK WITH LOCAL ADVISORY COMMITTEES

by

Mr. L. T. Hampton
Gordon Jewelers, Inc.

I want each of you to know that it is a real pleasure for me to share this afternoon with you here at Texas Southern University.

Also, I would like to thank Dr. Gilli for inviting me to speak at this meeting. Now, whether you should thank him or whatever, is a decision you will have to make after I have finished.

I must admit that I was a little concerned over a certain remark made about wanting an expert as a speaker; and after looking up this word EXPERT in Dr. Gilli's Aggie Dictionary, I felt even more concerned because it defines "X" as an unknown quality and "Spert" as a drip under pressure. I expect to be talking for about another 60 minutes and I expect you to be listening for the same length of time. But if any of you finish before I do, just raise your hand.

In discussing the subject matter that I've been assigned, "How To Motivate Vocational Educators to Work With Local Advisory Committees," I would like to:

1. Explore the method with which to kill a Frog; then,
2. It would seem appropriate to examine awareness as it relates to opportunities related to jobs, vocations, occupations, and education. After which,
3. I would like to bring forth some personal thoughts and observations about the purpose and construction of advisory committees, and
4. If you are the buyer and I am the seller, The time has then come to demonstrate and provide examples. Finally,
5. We'll look at what our advisory council will mean to you, a vocational educator; as to your individual exposure and what it means to vocational education in general.

An old folk tale advises us that a frog cannot be killed by dropping him into a pot of boiling water. The frog will react so violently to the sudden and unexpected heat that he'll leap from the pot before he can be harmed. The way to kill a frog is to place him into cold water and apply heat gradually. The slow increase in the temperature of the water will give him a false sense of comfort and security, and he will not have the wisdom to jump from the water until it is too late.

It is much the same with human beings. A man cannot be killed, figuratively speaking, by confronting him with difficulty, challenging his abilities or stacking the odds against the chance of his achieving success.

Under such circumstances, a man will usually rise to the occasion, reach down deep for additional strength and put up a fight to escape the hot water he's in.

The way to bring about a man's destruction is to tempt him with complacency and ply him with self-satisfaction. This will have the effect of depriving him of his initiative, robbing him of his drive and draining him of his courage. It is then that he will willingly permit the warm waters of contentment to persuade him that the world is his oyster and that he need no longer put forth the effort necessary to accomplish ever greater goals in life.

Challenge is a quality which, when taken in the proper spirit, can do much to enrich the years we spend on this earth. As such, it is a quality we should welcome gladly rather than shy away from.

Frank M. Sterner I think we all agree that teaching and training of students entering an occupational field and the quality of their education and marketable skill reflects directly on the foresight, imagination and ability of you educators.

Projections made by the research division of the Texas Education Agency reflect that, during the next five years, there will be over 800,000 high school graduates. That's about 160,000 high school graduates per year over the next five years who will be entering the job markets, higher educational institutions or who will become homemakers.

Currently in Texas there are about 2.8 million students in our public schools; and we have approximately 215,000 in secondary schools directly enrolled in a vocational program designed to prepare them for gainful employment. In five years, however, the number of secondary students in the vocational programs will almost double.

Over this same five-year period there will be approximately half a million additional jobs created according to the statistics released by the Texas Employment Commission. The majority of these jobs will require individuals with more highly developed skills than in the past. The Vocational Teacher-Coordinator's challenge is to stay abreast of the new methodology and techniques and to teach these new skills to his or her

students in order that they may enter or compete in this job market.

Teach not only entry-level skills but develop attitude and the ability to communicate effectively in a work-oriented society. The ability to communicate effectively is no less important in the world of work than skill or attitude.

The prime purpose of speaking is to communicate ideas effectively; every other purpose is secondary. Grammar is a nicety, but it is no more essential to communication than schooling is to education. You can be grammatical and say nothing in an ineffective or boring manner; or you can be very ungrammatical and very effective. When a truck driver bellows, "Get the hell out of the way," it may be poor grammar, but it's certainly effective communication.

In all, government statistics show there are approximately 800,000 minority youths who want to work but cannot find jobs. Other experts suggest that the true count may exceed one million.

Interviews with more than 60 employment specialists, youth workers and young people yielded an abundance of reasons for this serious national problem which is likely to persist for at least 10 more years.

"These kids have no marketable skills." They drop out of school by the hundreds of thousands. They say they quit school because it offers them defeat and embarrassment more often than education. Many who drop out, and a distressing number of those who finish high school, cannot read such simple things as bus signs, newspapers, and employment application forms. The National Assessment of Educational Progress recently estimated that 42 percent of all black 17-year olds in the country are functionally illiterate.

Poor education and a lack of training are formidable barriers by themselves, but there's more - an almost total ignorance of the customs of the workplace.

I'm concerned over these facts and so are most business and industry executives. If our economy is to continue to grow, it is necessary to reverse the trend and provide vocational education and marketable skills so that these young people may shift from a tax burden to an employed tax payer.

The question that is being asked by parents across our country is, "I

have a son who's about ready to enter high school and he's never received vocational counseling. Isn't there anyone or anything that can tell us what he would be good at in the world of work?" What can be used is a state of technology that is becoming more and more refined, but has simply not found its way into most vocational counseling – using computers and sophisticated statistical techniques to tease out factors about the individual that are based on the interrelationship of not just things like interests and aptitude, but also on how the individual sees himself and other people.

The Texas Employment Commission projects the total occupational employment in eight different categories will go from 4.7 million to 5.2 million or an increase of almost half a million new jobs over this current five-year span. These new jobs will develop within programs like Project Independence which is encouraging the development of energy sources other than oil, in the Petro-Chemical Industry which is moving from primarily base products manufacturing to the production of chemical building blocks and up-grading to consumer products, in the oil and gas industry which will expand into manufacturing operations rather than depend solely on the extraction of the raw material and the production of fertilizer in answer to worldwide food shortage, in the demand for houses and commerical building work, along with the public works projects, and yes, consumerism and computerism. All will require countless employees who will speak a new occupational language to match new technology over the next five years. In the early 1980's to fill those half million additional jobs, we need to train in excess of:

a. 85,000 persons to enter the technical and professional field.
b. 79,000 persons to become managers, officials and proprietors.
c. 44,000 sales workers.
d. 112,000 persons to enter the clerical field.
e. 61,000 persons as skilled workers, craftsmen and foremen.
f. 78,000 service workers.
g. 10,000 laborers.

If I were a vocational teacher, I think I would try to set a plan down on paper of exactly who and what I needed in an advisory capacity for help in:

A. Planning projects and the ever-expanding goals for myself and students.

B. Providing school-room lectures and field trips.

C. Developing recruitment ideas and procedures along with related incentive for accomplishment.

D. The critique of regular curriculum and instruction for the purpose of change, to update ideas and renew technology.

E. The implementation of public relation programs with industry, business and with industrial and fraternal organizations.

F. Providing advisors for students with special skills or development problems and for marketing or research projects.

G. Assisting in the job placement of students.

In my overall plan I think I would make advisory appointments for a period of one school year only. This way I would be able to terminate annually those appointees who did not contribute or who were non-workers. One very important concern, however, would be the carryover from one year to the next of on-going and long-range projects. This could be accomplished by having a "Steering" sub-committee made up of active advisors who would accept an appointment for the coming year.

An old friend of mine had a saying he used quite often, "If you want something done give it to a busy man." And if I were a D. E. Coordinator, I think I would try to select people who would epitomize that old saying. For my advisory council I would seek out:

A. Some officer member or salaried director of the Chamber of Commerce.

B. The owner or an officer of the Credit Bureau.

C. The owner or officer of the various specialized industries or activity (welding, sheet metal, airconditioner, machinist).

D. The owner or officer of a Printing Company.

E. The owner, manager or director of a Radio Station.

F. The owner, manager, or editor of a Newspaper.

G. An officer member of a business association such as Rotary. Association of Credit People, or Sales Executives International.

H. An officer or manager of a Bank.

I. The owners, officers, or managers of Marketing Firms or Union Officials who are paeticipating in the Vocational Cooperative program.

J. A member of the School Board.

If I were an individual teacher-coordinator with an advisory committee, I think I would like to include certain of my students as liaison to the committee or even as catalysts to promote or accelerate programs. If I were a supervisor, I would include my teacher-coordinators on the committee as this liaison or catalyst. As a coordinator or supervisor, I would try to make every effort toward appointing those people who can and will contribute time, money, prestige, or influence for the overall effect of the committee.

Someone asked me the other day to describe the difference between an academic teacher and a vocational teacher-coordinator. For comparison we will relate an academic teacher to a chicken hen and a vocational teacher coordinator to a pig. It seems that this hen and pig were walking down a street in a small town early one morning and were passing a restaurant. They looked in the window where a cook had just prepared a delicious looking plate of ham and eggs, the hen turned to the pig and said, "Isn't it simply wonderful what we can do with just a little effort." The pig then replied to the hen, "It may be a little effort for you, but for me it's total commitment."

As a vocational coordinator I can understand the importance of individual recognition of each member of my advisory committee; and furthermore, if I am going to develop a viable committee, it will be absolutely necessary that I provide meaningful projects and activities. I can think of no better way to bring about individual recognition than through a letterhead setting forth each of the advisor's names and business positions in alphabetical order. Each member of my committee will also be assigned a sub-committee function and will be provided schedules and time limits to develop results.

Suggestions for sub-committee:

A. STEERING COMMITTEE whose duties will be to carry over and implement from one year to the next on-going and long-range programs.

B. ADVERTISING AND PROMOTION COMMITTEE whose duties will be the soliciting and preparation of all types of advertising and promotional media designed to amplify the importance of my vocational cooperative program in the schools and the community as a whole.

C. ENRICHMENT AND PROGRAM COMMITTEE whose duties will be to develop and provide speakers and programs, to augment classroom programs and field trips.

D. RECRUITING AND PLACEMENT COMMITTEE whose duties will be to develop recruitment programs within the school in order to attract more students and also to provide assistance in the placement of students in the marketing community.

E. STUDENT RECOGNITION AND SCHOLARSHIP COMMITTEE whose duties will be to provide public recognition to ourstanding students and to initiate and seek out donors to provide scholarships for deserving students.

F. TRAINING AND EQUIPMENT COMMITTEE whose duties will be to seek out and provide the classroom with whatever fixtures, machinery, and equipment are necessary to simulate the various facilities in which the majority of students are training.

G. EVALUATION & CURRICULUM COMMITTEE who will appraise the present program and offer suggestions and also update curriculum to respond to present day industry & business requirements.

Many more such committees, under various job functions, may be developed, limited only by the imagination and energies of the coordinator.

The coordinator, by motivating and using the advisory board as outlined in this presentation, can upgrade the quality of a graduating student seeking a career in industry or marketing, increase the number of students requesting vocational-cooperative education in their curriculum, and provoke a greater demand for student trainees in the industrial and business professions, all of which will benefit the community in the form of more knowledgeable, productive, and effective tax-paying employees.

I realize that giving advice is usually a thankless business, and I assure you I shall not venture far in that direction. I have always kept in mind that profound summation written by a small school girl. "Socrates", she wrote, "was a Greek philosopher who went about giving people good advice. They poisoned him."

I would like to briefly describe a local distributive education council in Houston, Texas, where I have not only been a member for about 10 years, but also past chairman for 2 of those years -- 1973 & '74. In Houston, we had the idea that an action sub-committee rather than the entire board, could better respond to a challenge so we created action committees for certain purposes and accomplishments.

The publicity and public relations committees over the years have been able to provide approximately $6000 annually in newspaper publicity.

In addition, public services announcements from the various radio stations were aired over a three-month period prior to D.E. week in March. It endorsed and helped develop the concept of DECA dynamics which is presented during a school holiday. Over 1000 students competed in, audited and observed the various job competencies programs or lectures. The advisory board provided over $2,000 in attendance incentives.

Also this committee developed the enrichment program which consists of a loose-leaf notebook directory outlining 50 lectures and programs available to each of the Houston area coordinators on practically any subject matter relating to marketing and distribution.

The Distributive Educators Training Committee has provided the teachers with not only in-house training programs but also group orientation to update their awareness and expertise in the various marketing fields.

The school furnishing committee provided up-to-date information and offered suggestions and designs as far as store display material, equipment, and fixtures were concerned.

The evaluation committee provided a questionnaire and all members of the board participated in visiting schools to not only evaluate the subject matter being taught but also student response, and the condition and location of the schoolrooms and store for improvement of the entire physical makeup and even relocation of certain classrooms.

The curriculum planning committee helped develop specialized curriculum in fashion merchandise, banking and finance, food service and others.

The H.I.S.D. DEAB conducts about four business meetings a year, where the teacher coordinators are invited and attend. In addition to these meetings there are numerous subcommittee meetings for the purpose of implementing the various tasks that had been assigned.

The National Management Advisory Council for D.E. was originally organized to fulfill a need for a top level marketing executive organization to provide direction and leadership for the distributive educator.

The first official meeting of the council was during the AVA meeting in Dallas in December, 1968, and addressed itself to two areas of national concern.

1. WAYS AND MEANS to get the D.E. message to decision-makers in the marketing and distributing fields; and
2. WAYS AND MEANS to secure greater allocation of funds for D.E. at the state level.

While these two areas are still very important on the list of priorities, the council subsequently has addressed its attention to the development of active local advisory groups thereby giving the D.E. Coordinator a greater voice in the marketing community: 1. To promote sponsorship for short, intensive in-house seminars on current trends, techniques and issues within selected industries for D.E. personnel; 2. To develop guidelines to initiate in-service training programs for D. E. teachers to update their marketing competencies in certain industries; 3. To identify and assess techniques currently employed by certain businesses in the performance evaluation of their marketing personnel, and distribute the significant findings to the D. E. division; 4. To identify new and emerging occupations in marketing by job title; and so on.

A few projects of the National Management Advisory Council have been the development of the brochure "ABC for D. E." which has been widely circulated to business and marketing executives throughout the U. S. and unanimous support of two surveys (at a cost in excess of $20,000), one of 1,540 high school seniors in 38 states and one of teachers. The purpose of the first survey was to determine the attitude and concerns of high school seniors about the American Free Enterprise System and Business in general. Of the numerous questions asked the following 3 responses caused me the greatest concern.

CONCERNING "RAISING LIVING STANDARDS"

The students were asked their conception of the best single way to raise the standard of living.

42% said, "Reduce the prices of the products."
17% said, "Increase employee wages."
14% said, "Increase productivity."
23%, didn't know.

Very few students chose "Increasing Productivity," the best answer of those listed, as the best single way to raise the standard of living.

CONCERNING "PROFITS ON A SALES DOLLAR"

The vast majority of students over estimated profits for sales dollar. An accurate answer to the question of profits per sales dollar taken in by the average business would be around 4 cents. In total, only 18% of the students gave a reasonable answer of 1 cent - 7 cent. When asked what they felt profits on a sales dollar should be, the average (median) answer was 16 cents.

CONCERNING "THE BEST ECONOMIC SYSTEM FOR THE U. S."

Approximately three in ten seniors selected "Capitalism" as the best economic system for the United States; two in ten selected a combination of "Capitalism and Socialism" as the best system. Many (approximately 32%) didn't know what the best system would be.

This survey revealed many areas of relative strength and relative weakness in the business world as viewed by students. However, I can't help feeling that if each of these senior students knew for a fact that capitalism was the best economic system, that the profit on a sales dollar was only 4 cents and that the best way to raise living standards was increasing productivity, they would have a much better attitude about this country and their citizenship, a much better attitude about business and industry and a much better attitude about themselves and their contribution to the general economy. The above information has been disseminated and results are now apparent as teachers are now beginning to teach that profit isn't a dirty word.

Under the recent leadership, the advisory council has tentatively developed four standing subcommittees: The Advisory Group Development, The Distributive Educators Training Committee, The Evaluation Committee and The Public Relations Committee. Under this new arrangement along with Business and Education, we hope to construct a vehicle that will provide a more sophisticated and a more immediate induction in D. E. of those matters vital to our private enterprise system and to distributive education. The D. E. Advisory Council for Texas has been organized along these lines, and I refer you to the general policies (revised Sept. 7, 1977) for those who desire more information on the matter.

HOW TO USE LOCAL ADVISORY COMMITTEES IN PLANNING FOR NEW FACILITIES

by

Mr. D. E. Talley
Dow Chemical Corp.

43

The single most important word to keep in focus when dealing with Advisory Councils is "effective". We should strive to stay within the bounds of those committee/school relationships that effectively utilize results realized with a minimum of wandering from the goals and objectives before us.

Let's assume for this session that we have mustered together a group of men and women to serve on our committees. They represent a good cross section of the industrial and business community and can adequately guide and advise the school in its problem solving. The rewards of an effective program can be realized not only in the satisfaction of watching a successful effort; but, more importantly, we will have provided the students with job skills that will give them entry-level worthiness.

Keep in mind that the committee can be as strong and effective as the teacher and counselor will allow. Remember also that the committee can advise only; ultimate responsibility belongs to the school.

There are some five basic considerations to be used as criteria when planning a new facility. These same criteria should apply whether the new facility is an add-on or a new building with fewer restrictions.

First, we should consider the probability that changes in job demands will necessitate class size fluctuations; therefore, the facility accommodations must be flexible. Non-load bearing walls that can be moved is one way of building in adjustment capabilities. Free standing partition-type dividers can be utilized to a great extent to accomplish the final adjustments. Keep in mind also that whatever class size is finally chosen, secondary considerations must be provided for:

1. Tool and material storage
2. Racks, benches
3. Aisle area for safe access and egress
4. Movement of work and personnel

Equipment and shop layout should consider sequences of operation, number of operations, and adequate work space and access for repairs.

Before we go too far, let's plug in safety. There are many factors to be taken into account when considering safety.

First of all, lighting should be adequate and suited to work. Natural light is great but the facilities might be used for nighttime classes. Electrical

power should be properly sized not only to satisfy local and national codes but switchgear should be tamper-proof, vandal-proof and labeled. Enough power outlets should be provided to discourage the use of extension cords which seem to have short, mistreated lives.

When considering vandalism and safety lists, be sure that when guarded and locked windows are in place, not only are the fire department officials alerted but that extra doors to the outside are provided. Other safety considerations that should be noted are noise and ventilation. More than layman knowledge should be applied here.

Certainly pride of accomplishment goes hand-in-hand with vocational training. With this in mind, the new facility should anticipate and provide adequate accommodation to display the student's work. Other types of material such as safety posters, equipment operating instructions and emergency procedures should be prominently displayed.

Last, the new accommodations should be something the student can be proud to be associated with - a place to show his or her parents and friends. Good housekeeping practices are a must. A well planned, attractive facility almost invites good housekeeping.

Finally, what we should use as minimum criteria should be:

1. Facilities suitable for classroom size changes.
2. Adequate space per person with effective tool and material storage.
3. Adequate power and lighting.
4. Craftwork display.
5. Safety.
6. Construction and furnishings which encourage good housekeeping attitudes and pride in the facilities.

Remember, a clean, well-planned and well-organized facility can be a safer place to work.

WAYS TO MAXIMIZE THE UTILIZATION OF LOCAL ADVISORY COMMITTEES

by

Mr. Charles O. Whitehead, President elect
American Vocational Association

46

I realize that giving advice is usually a thankless task, and that tonight I am on dangerous grounds giving advice to advisors. As I reviewed this assignment I couldn't help but recall a very scholarly summation on one of the all time great asvisors of history:

"Socrates," it is written, "Was a great Greek
philosopher who spent most of his adult life
giving people good advice. They poisoned him!"

There are few issues in vocational education today about which there is more rhetoric and less action than that of the effective utilization of advisory committees. Be they general, program, craft or specific, the typical college or school is guilty of giving little more than lip service to their use. So tonight you are going to hear more rhetoric – more lip service.

The institute I head has an advisory committee for Co-op programs, Evening and Special Programs, Placement, and a General Advisory Committee for the Institute. They are active and they provide a valued function for the institute and its programs. I hope that is the reason Dr. Gilli requested my presence at this conference.

You have already been exposed today to many regulations, suggestions, and practices for the utilization of advisory committees. I will try not to repeat too many of these. I would like to relate to you some of the things that we feel work best for us to assure maximum utilization and benefit from our advisory committees.

The first important step is the selection and appointment. We involve the chairman and members of existing committees, the department chairman and faculty, and any organized groups in the field for recommendations on new members. The committee chairman, the department chairman, the dean, and the president screen the recommendations; and the president issues a formal invitation for the acceptance of the appointment. I emphasize that the president, and only the president, invites. In the selection every effort is made to maintain a balanced committee both geographically and in member representation. We want variation from the top owner or manager to the working technician, including minorities and females if possible. This is not easy but a very critical part of advisory committee utilization.

A more difficult task is the replacement of a committee member, especially the unsuited or the unactive member. We normally use two methods to accomplish this unpleasant task. Wait for the term of rotation of end or let the whole committee become inactive and die. We at State Tech use a third choice. If the member is unsuitable, the president and the committee chairman jointly ask for his resignation. If he is inactive, the president and the committee chairman ask either his active participation or his resignation. We usually get the latter. Why not use this practice – you would do the same for a faculty or staff member who acted thusly.

The most difficult problem associated with maximum utilization is maintaining an active working committee. Oh yes, we organize the committee and assure that the school is represented. We hold indoctrination for new committee members and advise them on the reasons, the role and function and the school's dependence on the committee. We also advise them that PL 94-482, the 1976 Education Amendment, mandates their existence or the school will lose more than a half million dollars in Voc-Ed Act funds.

We also establish an agenda for scheduled meetings; we seek advice, not just a report by school officials at the meetings; we hold no unnecessary meetings; we end meetings promptly; we take minutes and forward a copy of the minutes to members. But we have found that this is not enough.

We actively seek advice and feedback after meetings and between meetings. We follow up on advice and recommendations and report on follow-up–even if the report says we decided not to do it that way and why.

But most important of all, maximum utilization calls for multi-use both at meetings and between meetings as:

1. A sounding board on such items as occupational needs, your community image (if you dare), or needed changes.
2. Consultants on curricula review and evaluation, equipment and facilities, instructor competencies, student follow-up, etc.
3. Professional assistants for student services in recruitment, student outreach, placement, co-op, and work experience programs, field trips and student follow-up.
4. Public relations experts for the school with industry, business, government, in economic development, with labor and management, school financial needs, minority affairs, sex equity, and as speakers for the school.

5. Lobbyists for the school and its programs. Two of our committee members are members of the state legislature, others have personal contact, either business, civic, social, or religious, with key state and federal legislators, state and local administrators, city council, county court members. We know who has the right contact with whom - and we do not hesitate to request assistance.

And all of this available talent at no cost to the school. Why shouldn't we make maximum use? To do otherwise would be the poorest of management practices.

Two other points are also vital parts of this "most important of all" category:

1. A positive attitude -- with subdeud but firm leadership -- on the part of the school's administration, staff and faculty. The degree of utilization of your local advisory committee will reflect this directly.

2. The club and the carrot philosophy. You must evaluate your advisory committee and keep them informed. You must also reward good committees and good members by publicizing their efforts, give them the credit and appreciation (if necessary a bit more than they earn) -- occasionally have a meal meeting, and at least once a year have a social gathering for committee s (and spouses) with dinner for recognition and awards. Alternate -- recognize and present awards at June graduation program.

I strongly recommend to you a McGraw-Hill Publication: Advisory Committees for Occupational Education, A Guide to Organization and Operation, Albert J. Riendeau, 1977. Price is $2.95 each. Give a copy to each advisory committee member and to each school official or faculty who has any responsibility for advisory committees. It will help solve your problems and, if properly used, make your advisory committee more productive.

If I could give you but one key to the maximum utilization of a local advisory committee, it would be the attitude of the chief administrator of the school toward this function. This attitude will be known to the faculty, the staff, and most of all to the committee members. All can see the mirror image of this attitude reflected in the functions and utilization of the local advisory committees. If enthusiam and genuine eagerness are not there, utilization will be poor to zero in every case.

III. THE POST-SECONDARY VOCATIONAL WORKSHOP FOR ADMINISTRATORS AND ADVISORY COMMITTEE MEMBERS

A. Objectives:

Like the workshop dealt with in the preceding section, the proceedings were a response to the following broad rationale:

By improving the interaction and utilization of local advisory committees, vocational educators in the post-secondary setting would increase their competency by becoming more aware of the trends and concerns found in the business-industrial-labor sector of our society. Recall that the overall objectives of the workshops are listed in the introductory section of this report.

The more specific objectives for the post-secondary workshop for administrators and advisory committee members are as follows, with a brief explanation of that part of the workshop in which they were addressed:

1. To develop understanding on the part of the post-secondary vocational administrators and selected vocational advisory committee members of the real purposes and functions of local advisory committees.

The first general session was devoted to the pursuit of this objective. Four questions related to this objective (listed in the following evaluation section) were addressed by the speaker of General Session One.

2. To develop understanding on the part of these persons of their function in working with and utilizing local advisory committees.

Two small group sessions were held that were concerned with this topic. The questions dealt with by the speakers are listed in the following evaluation section.

3. To develop understanding of ways that post-secondary school vocational administrators can maximize the utilization of local advisory committees.

This topic was the focal point of the last major speaker's presentation, the four questions related to his topic are listed in the following evaluation section.

B. Measurement of the Objectives

A special approach was utilized in seeking to have the speakers and participants focus their efforts upon the objectives of the workshop. The highlights of the strategy were as follows. To begin with, each speaker was informed of the workshop objective which his or her presentation was to focus upon. Using this as a basis, the speaker was requested to submit a list of broad topics within the broad context of that objective upon which his or her presentation would rest. The investigator translated the topics submitted by the presenters into four questions for each of the speakers. In the interest of achieving congruency of opinion with the presenter, each speaker was asked to review and comment upon the questions related to their respective presentation. After ascertaining that agreement had been achieved, which involved modification of some of the questions, they were then included in the pre-session and post-session questionnaires. Both instruments contained identical items, thereby providing the basis for identifying changes in perceptions on the part of the participants with regard to each of the questions.

The pre-session questionnaire was administered in two installments (see the workshop format in the following section). Eight questions (four each for the first and third objectives), were included in Part I of the pre-session instrument.

The four remaining questions of the survey were administered at the beginning of the small group meetings. These questions were unique to each group.

The questions included in these two questionnaires are listed below, along with an indication of the Objective to which they relate.

The following four questions deal with Objective 1:

1. What is the single most important purpose of a local advisory committee for a community college occupational program?
2. Name a second, but less important, purpose of the local advisory committee for a community college occupational program.
3. What is the most important function of a local advisory committee for a community college occupational program?
4. Name another, but less important function, of a local advisory committee for a community college occupational program.

The following four questions relate to Objective 3:

5. For how long should an advisory committee member be appointed?
6. What is the most important criterion for deciding whether an advisory committee member should be re-appointed or replaced?
7. What is the most important way in which an advisory committee member can be used in follow-up of program graduates?
8. What is the most effective way in which advisory committee members can be used to improve the attitude of the chief school administrator toward the vocational program?

Group A dealt with the following four questions:

A 9. State one major responsibility that can be delegated to an Advisory Committee regarding the revision of an occupational program.

A 10. How often should an advisory committee meet when involved in revising an occupational program?

A 11. How often should an advisory committee meet after the revised program is in operation?

A 12. When revising an occupational program, what is one way in which the advisory committee can help in establishing a built-in evaluation system?

Group B dealth with the following four questions:

B 9 What is the most important major responsibility that can be delegated to an advisory committee regarding the design of new occupational programs?

B 10. How often should an advisory committee meet when involved in designing a new occupational program?

B 11. How often should an advisory committee meet after the new occupational program is in operation?

B 12. When designing a new occupational program, what is one way in which the advisory committee can help in establishing a built-in evaluation system?

A Look at the Questionnaire Results.

The results for Questions 1 through 4 which relate to the first objective and questions 5 through 8 which relate to the third objective are tabulated in Table 2. The following paragraphs briefly describe the results obtained from the respondents on these questions. This was followed by a discussion of the responses for the four questions for each of the small groups which deal with the second objective of the workshop.

Question 1: What is the single most important purpose of a local advisory committee for a community college occupational program?

Two thirds of the respondents in the pre-session survey indicated this to be "Resource", to be used in problem solving and curriculum planning matters. The other one-third felt they ought to be used for the purpose of "evaluation, needs assessment and related concerns." The distribution of the responses for the post-session questionnaire was similar, with very little change.

Question 2: Name a second, but less important, purpose of the local advisory committee for a community college occupational program.

Sixty-five percent of the presession group gave "public relations" to be their choice, and this changed to about one-third for the post-session responses. About 30 per cent of the pre-session group selected "resource person", which increased to about half of the responses for the post-session survey. Therefore, a shift in the answers is seen between the two surveys for this question.

Question 3: What is the most important function of a local advisory committee for a community college occupational program?

As a "Resource" was the response given by the majority in both the pre-session and post-session questionnaires. There was no major change in the distribution of responses between the two surveys.

Question 4: Name another but less important function, of a local advisory committee for a community college occupational program.

In the pre-session responses, 63% opted for "Public Relations", which decreased to 40% in the second survey. Use as a resource increased from 25% in the first to 40% in the post-session query.

Question 5: For how long should an advisory committee member be appointed?

The majority (55% in the first and 67% in the second) indicated that 1 to 2 years was the optimum length of appointment. About 25% in the pre-session said it should be "as long as needed," and the same response was given by 17% of the post-session group.

Question 6: What is the most important criterion for deciding whether an advisory committee member should be reappointed or replaced?

The responses were spread among three varieties of answers. In the pre-session, 45% said it should be "the person's value to the program," while 20% of the post-session group said the same. Thirty per cent of the pre-session chose "availability and/or willingness to serve", and 40% of the second group selected this possibility. About a quarter of the pre-session respondents felt it should be based upon the "interest displayed by the committee member," and 40% of the post-session group also chose this possibility.

Question 7: What is the most important way in which an advisory committee member can be used in the follow-up of program graduates?

Fifty per cent in each survey felt they could be used to "determine the number of graduates employed by their companies" and to "utilize them in other kinds of follow-up studies." About a third in both groups indicated that they could be "utilized for their knowledge of the community" and "the specialized subject matter within the curriculum."

Question 8: What is the most effective way in which advisory committee members can be used to improve the attitude of the chief school administrator toward the vocational program?

The majority (over 70%) of the responses in both surveys indicated that "public relations" type actions would be most effective. But the others referred to the idea of "getting the administrator directly involved with the advisory committee work."

TABLE 2

RESPONSES OF POST-SECONDARY GROUP TO QUESTIONS
RELATING TO OBJECTIVES 1 AND 3

QUESTION	CATEGORY OF RESPONSE*	PRE-SESSION		POST-SESSION	
		Number	Percent of Total	Number	Percent of Total
1.	PR	0	0	1	17
	R	14	67	4	66
	EV	8	33	1	17
2.	PR	13	65	2	33
	R	6	30	3	50
	EV	1	5	1	12
3.	PR	3	15	2	29
	R	13	65	4	57
	EV	4	20	1	14
4.	PR	10	63	2	40
	R	4	25	2	40
	EV	2	12	1	20
5.	As Needed	5	23	1	17
	1-2 Yrs.	12	55	4	67
	3-4 Yrs.	5	23	1	17
6.	A	6	30	2	40
	V	9	45	1	20
	I	5	25	2	40
7.	ACC	11	50	3	50
	PR	3	14	1	17
	KNO	8	36	2	33
8.	PR	13	76	5	72
	INV	4	24	2	28

* CATEGORY CODE:
PR - public relations, liaison, articulation, student placement
R - resource person, problem solving, curriculum planning
EV - evaluation, needs assessment
A - availability, willingness to serve, cooperation
V - value to program, contributions made
I - interest displayed
ACC - find number of graduates employed by them, follow-up studies
KNO - accurate knowledge of the program, the community, etc.
INV - involvement, have administrators attend advisory meetings

Group A: Topic: How to utilize local advisory committee members in designing programs.

Speaker and Discussion Leader: Mr. Calvin Smith, Houston Community College, Recorder: Mr. Jesus J. Rubio, College of the Mainland.

Question A 9: State one major responsibility that can be delegated to an advisory committee regarding the revision of an occupational program.

The majority of the participants indicated that "curriculum advisement" was the best way to utilize them.

Question A 10: How often should an advisory committee meet when involved in revising an occupational program?

Most of the respondents in both surveys gave "as needed" as their answer here, indicating there ought to be some degree of flexibility regarding this matter.

Question A 11: How often should an advisory committee meet after the revised program is in operation?

The most frequent response given in each survey was "1 to 2 times annually," with "3 to 4 times" chosen by most of the remaining respondents.

Question A 12: When revising an occupational program, what is one way in which the advisory committee can help in establishing a built-in evaluation system?

Half indicated that "following up students" would be such a way. The remaining responses were disbursed among three or four other choices, none given frequently enough to consider here.

Group B: How to utilize local advisory committee members in revising programs.

Speaker and Discussion Leader: Ms. Betsey Blair, Shell Oil Company, Recorder: Mr. Elvis Bryant, San Jacinto College.

Question B 9: What is the most important major responsibility that can be delegated to an advisory committee regarding the design of new occupational programs?

Virtually all responses for both surveys indicated a choice of "curriculum advisement."

Question B 10: How often should an advisory committee meet when involved in designing a new occupational program?

Most indicated "as needed" with a few stating "3 or more times," in both questionnaires. No major change in the distribution of the responses was found.

Question B 11: How often should an advisory committee meet after the new occupational program is in operation?

Virtually all answers were for "1 to 2 years" and "3 to 4 years." The responses were evenly distributed among these and no change was seen from pre-session to post-session questionnaires.

Question B 12: When designing a new occupational program, what is one way in which the advisory committee can help in establishing a built-in evaluation system?

The "conduct of follow-up studies" was the most common choice in both surveys.

C. WORKSHOP FORMAT

REGIONAL WORKSHOP FOR POST-SECONDARY VOCATIONAL
ADMINISTRATORS AND LOCAL ADVISORY COMMITTEE MEMBERS

August 17, 1978
School of Education Auditorium

10:00 a.m. Welcome and Introductory Comments
Dr. J. B. Jones, Dean
School of Education, Texas Southern University

10:15 a.m. Pretest, Part I

10:30 - 11:45 First General Session: The Purpose and Function of Local Advisory Committees

Host: Dr. Robert Prater, Dean
School of Technology
Texas Southern University

Speaker: Mr. J. B. Whiteley, President
Houston Community College

Panel Reactors: Mr. Robert B. Baum, Attorney
Dr. Fred A. Taylor, President
College of the Mainland
Dr. John Bethscheider
Alvin Community College

12:00 - 1:30 p.m. Luncheon, Tiger Room, Student Life Center

Host: Mr. Allen O. Boehm, Dean
San Jacinto College Central Campus

Speaker: Mr. Alton Ice, President
American Vocational Association

1:30 - 3:00 p.m. Pretest, Part II (prior to presentations in each group)

Topic A: How to Utilize Local Advisory Committee Members in Designing Programs

Speaker: Mr. Calvin Smith, Houston Community College

Recorder: Mr. Jesus J. Rubio, College of the Mainland

Topic B. How to Utilize Local Advisory Committee Members in Revising Programs

Speaker: Ms. Betsy Blair, Shell Oil Company

Recorder: Mr. Elvis Bryant, San Jacinto College

3:00 - 4:15 Second General Session: Ways to Maximize the Utilization of Local Advisory Committees

Host: Mr. Russell Walker, Texas Education Agency

Speaker: Mr. Charles O. Whitehead, President-Elect American Vocational Association

Summary of Discussion Groups

PAPERS PRESENTED

60

THE PURPOSE AND FUNCTION OF LOCAL ADVISORY COMMITTEE

J. B. Whiteley, President
Houston Community College

The advisory committee is the major vehicle for maintaining direct communication between the school and industry. At the rate change is taking place, much pressure is placed on the schools to develop new and effective methods of preparing students to become useful and productive. If the schools are to meet the challenge, it is imperative that they maintain continuous contact with industry. The advisory committee is that tool.

Using advisory committees made up of business and industry* people to help in planning educational programs has been accepted throughout the history of vocational education in the United States. Because the goals of vocational education are preparation for gainful employment retraining and upgrading, it was early recognized that the help of practitioners in various occupations was urgently needed. The Smith-Hughes Act of 1917 ushered in an era in which vocational education as a national policy was considered an essential part of public education. The act also set the stage for the use of advisory committees. Subsequent federal acts and state plans in many states suggested the use of advisory committees on the state and local levels.

The advisory committee may be defined as a group of persons selected from the community to advise educators regarding educational programs. Such committees are usually formally organized and members are appointed for a definite term. The advisory committee possesses no formal authority and the members are usually serving without a fee.

There are many reasons why leaders of business and industry are willing to become involved, most important of which may be their interest in helping youth and adults. Also, some may wish to make a civic contribution, while others may be seeking personal prestige or recognition through such involvement.

It is the American way of life not to be neutral on issues, and seldom are leaders in business, industry or the community neutral on issues related to vocational education. They are often, however, uninformed. Critics frequently become staunch supporters once they are involved.

Early proponents of vocational education recognized that if school administrators and teachers attempt to set up vocational schools without at

*"Business and Industry" is used broadly to include employees, labor, agriculture, health and service industries both in the private and public sectors.

least the advice of employers and employees, two major problems would occur:

1. Programs might be set-up that did not address local manpower needs.
2. Employers and employees, not being involved, would look upon vocational offerings as "their program" rather than "our program."[1]

Franklin Keller, writing in The Comprehensive High School stated the need for industry-education cooperation this way:

> No high school that purports to be comprehensive can even approach comprehensiveness unless it is counseled, supported, and approved by representative employers, employees, and self-employed persons in all fields of activity in the community. Without such advice the school inevitably carries on a life preparatory program that is a pale shadow of the substance that it could and should be. . . A vocational school worthy of any reputation could no more be operated without such specialized help than a straight academic school could operate effectively without the counseling and upgrading demands of the colleges.[2]

Leaders in vocational education agree that one of the distinguishing operating principles of vocational education as compared to other education has been its involvement with groups and individuals outside the school walls. This fact has contributed to the uniqueness of the role of successful vocational and technical education administrators.

Certain assumptions seem to be related to community involvement:

1. Effective vocational and technical programs can flourish only to the extent that the leadership builds a firm and continuing relationship with students, parents, professional organizations, business and industrial groups.
2. Maximum service to youth and adults in terms of providing them with vocational education, and their resulting ability to fulfill manpower demands, requires cooperative action by groups outside the school at each stage of program development and operation.
3. Each occupational program or curriculum may require input unique to that specific area of training.

Administrative, supervisory and teaching staff in vocational and

technical education need to develop expertise in involving community representatives in meaningful ways as volunteers to assist in the vocational enterprise.

There are few, if any, areas in the whole vocational education enterprise in which representatives of business and industry cannot be of assistance. The school administrator who accepts the principle that advisory committees are essential and that they can be highly beneficial will accrue rewarding experiences.

Types of Advisory Committees

There are two major types of advisory committees which serve schools offering occupational programs: general advisory committees and occupational advisory committees.

The general advisory committee is usually made up of leaders of the industrial, business, professional, labor and educational organizations in the community. Since these people are usually familiar with the programs in general terms, it is their function to provide advice in determining overall policy and types of occupational education that are needed. Many of its activities are promotional or geared toward creating a pleasant relationship with the public.

The director of vocational education has a lot to do with the success of the general advisory committee. Samuel M. Burt writes candidly in an open letter to coordinators about businessmen's participation in advisory committees activities.

> Dear Coordinator:
>
> I am pleased that you have asked me to serve on your local advisory committee. I am delighted to accept your invitation–provided that you assure me that I am going to be involved in an activity that is both worthwhile and will make an important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends, and associates that I was selected to participate. I am proud that you selected me "because of my reputation as an outstanding member of the field in which I am earning my living, as well as for my interest in and understanding of the field of education."
>
> First, if I am as important on your committee as you say, I would like to have an official letter appointing me, and signed by the highest school official of the system. You see, I need to impress my boss, too, and let him know that I am supporting my community by giving

service. Second, the letter should have some brief biographical information about the committee chairman and other members with whom I will be working. Third, tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money, and time. Fourth, if you tell me that our committee will meet only two or three times during the year, I will know immediately that we are going to be meeting on a regular basis and that I am going to be involved in helping educate our youth, I will expect to be supplied with an agenda before each meeting; and I expect to be involved, so I will want to be invited occasionally into your classrooms, to attend other meetings with educators, and be asked to participate in some of your DECA meetings. You will be surprised how many out-of-town trips I will make at my own expense if it will help support your program and its objectives. I would like to receive materials, newsletters, and any special information that would help me understand your program better.

What I am saying in effect, is that if you want me to advise you, I will feel better prepared and more comfortable if I know something about you, your school, your DECA chapter activities, your students, and your special needs. I need to know your curriculum and how you are going to help prepare your students to enter the world of work, particularly in marketing and distribution.

How can I help you? In every possible way! I will be glad to help raise money for a scholarship fund. I will help you get needed classroom equipment – on a loan basis, as a gift, or at a special discount. I may be able to contribute expendable supplies, instructional materials and the use of my store as a learning center after store hours. I will be happy to counsel with students and employ your graduates. I will be a judge in your DECA contest activities, and I will be happy to talk with your administrators and counselors about the need for distributive education in the community. What I am really asking is that you, the interested educator, provide me, the interested layman, with enough information and opportunity to permit my total involvement in your program.

You must understand that sometimes you will have a project or idea that you consider important and will ask help of the committee; we may have to turn you down, but it will not indicate a lack of interest of support. After all, we as business persons have our limitations too.

On the other hand, I may want to do too much, and create some problems for you. If this ever happens, just tell me simply and honestly. We have enough of our own problems without creating more. As business persons we are problem-oriented; so when we can help you with one of yours, it may be that the committee, acting together, can do a lot toward solutions.

I want to be involved in the school program as a counselor and friend. Naturally, there are certain school regulations that I must observe when visiting, so please make them clear to me so I will not be embarrassed.

When I drop in for a visit, please give me a few minutes of your time and do not treat me as an intruder or meddler into your business. This works both ways -- you come and visit me on the same basis. I will not come to your school unless I am interested in your program.

I need to know much more than just local problems. I need to be informed what other school systems are doing and what is taking place throughout the other states. I need to know about government-sponsored programs, state-agency programs, and how the U. S. Department of Health, Education and Welfare are related to the local school's efforts.

By the way, I would not like to be put in the uncomfortable position of being used to support one program in opposition to another. I understand that this can be a problem, but remember, I depend upon community goodwill for success. I cannot afford to take sides in school administration affairs, although privately, I may express my personal feelings. I am a taxpayer, and my business is a taxpayer. I want to know that I am doing everything possible to improve the total effort. I want the school board to know about our committee and what it is doing, and I want your students to know about the committee and what it is doing to help them. In this regard, I would like to meet with your students and let them tell me how the program is doing, and if we are succeeding in our joint efforts. I would like to know if vocational education is really relevant to the world of work and the jobs young people are training for.

I would like some appreciation for my efforts. If this committee and its members are as important as you say, give us some recognition. If I donate a piece of equipment, put my name on it. Present me a framed certificate of appreciation. Hold an annual event such as an employer-employee function recognition just to inflate my ego. I want it because I feel that my time and efforts are important to the local school efforts. I think when you publicly advertise that business is advising the school, some value is given to the stature and prestige of distributive education. Remember, my company wants to know that my time and services are well-received and recognized.

If meetings are held on a regular basis, then I can mark my calendar so that I can make arrangements to be there. It will be good if the agenda can be mailed to me at least one week in advance -- two weeks is preferred. Conduct the meeting informally, so I can feel comfortable to speak my mind without strict observance of parliamentary procedure. Respect my time and do not let the meeting drag out. On the other hand, do not cut it so short that I feel my time was wasted. And, please, do not insult me by asking me to approve something that has already been decided. Sometimes I may be forced to become a critic if you do not let me help you as an advisor.

I know that I am asking a great deal of you – but I also have a lot to offer in return. In short, the advisory committee is either important in helping you run your program, or else it serves only as a figurehead. If the latter is true, I am wasting my time, and I would prefer not to serve. In final analysis, what I am offering you is my expertise and experience because I believe that I have that to give to my community, my schools, and the students. If you think I speak alone, you are sadly mistaken. I have talked with too many who feel the same way and who feel that they have been badly misused in the past. You fail to understand that we are motivated to serve – but only when we are given the fullest opportunity. A poorly-used committee is worse than none at all. A disgruntled committee can become your greatest critic rather than your strongest ally.

In summary, if you decide to have an advisory committee of business persons, get serious about it. Plan and organize so it can be effective. If you do, I surely want to be asked to serve. I will be expecting you to call on me soon.[3]

Numerous techniques are employed by the director for achieving effective cooperation. Four such techniques are:

1. The committee should be given all the available facts concerning regional and local conditions that might affect the school programs.
2. Committee members should be given stimulating assignments; their achievements will be in direct relation to the challenges they receive.
3. Committee members should be given the problem, not the answer; they should be asked, not told.
4. Suggestions of the committee should be well received and carefully studied.[4]

With proper motivation the advisory committee can be a big asset in gaining public support, in determining the need for certain occupational programs and in planning occupational curriculum.

The occupational advisory committee advises school administrators and supervisors on instructional programs in a specific trade or occupation. Unlike the general advisory committee, the occupational advisory committee members offer expertise in their specific trade or occupation. Meetings may be held once a month, twice a year or annually.

Sorensen recently identified 16 selected tasks of occupational advisory committees that are suggested as exemplary ways in which such committees can be helpful.

Committee , each year, reviews the content of each course for the program it serves.

Committee helps determine and verify the vocational needs of the community.

Committee assists in the determination of equipment needs.

Committee advises in determination of facility needs.

Committee assists in the identifying of continuing adult education classes for the occupational area it serves.

Committee promotes overall programs of the school by interpreting it to the people in the community and gaining their understanding and support.

Committee helps set up standards for admitting students to the program.

Committee assists in the evaluation of effectiveness of the graduates.

Committee helps with the placement of students who have completed the program.

Committee recommends and approves all committee membership replacements.

Committee members assist in recruiting of students for the program.

Committee advises in the determination of supply items.

Committee counsels with the school staff regarding the desired qualifications of prospective teachers.

Committee members serve as resource speakers for the program.

Committee recommends potential part-time placement of teachers in a business-industrial setting for the purpose of upgrading the teachers.

Committee promotes excellence of performance by individual students through assurances of awards of merit.[5]

Selecting Committee Members

Great care must be exercised in setting up advisory committees. Some will work better than others, depending upon the "mix," the leadership, and the task before it. The committee's chances for success are enhanced by a strong indication of interest by the schools. Ranking administrators should attend meetings as often as possible.

Four criteria should be kept in mind when selecting and inviting individuals to serve on an occupational education advisory committee: competence, interest, adequate time and character.

Competence. Members should be skilled craftsmen who have the respect of their peers and are recognized as leaders by their co-workers. They should be actively engaged in their trade or occupation at the time they are selected.

Interest. Appointees should be deeply committed to their work. Often they have been recognized by the industry for special contributions to their trade or craft.

Adequate time. Before the selection is made persons should be informed of the time commitments of the assignment and should be willing to accept this responsibility.

Character. The nominee's work habits and work history, acceptance of family and civic responsibilities and general acceptance by colleagues on the job as well as in the community should be beyond reproach.[6]

Number of Members

The number of people selected to an advisory committee depends somewhat on the nature of the committee's assigned task. Single occupational advisory groups tend to be smaller than the general advisory committee. The status of the people and their interest is far more crucial than the number on the committee.[7]

All appointments to an advisory committee should be an official act of the school's governing board. The prestige of being appointed by the school's highest ranking authority usually has a positive effect on members, encouraging them to do their best.

Conclusion

Business and industry involvement requires substantial long range planning and commitment on the part of both business and industry and education. School administrators must see business and industry as allies in their school district in order for cooperation to persist. Also business and industry must see education as a source of manpower. Administrative staff and governing bodies in public education should seek the assistance of business and industry in helping schools function as effectively as possible.

Note I

CHECKLIST FOR GETTING THE MOST OUT OF ADVISORY COMMITTEES

1. Provide a handbook for each member explaining the purpose, operation, by-laws, goals, and objectives of the advisory committee and the functions lay members are expected to perform.
2. Provide parking permits for lay members to facilitate attending committee meetings at the school.
3. Schedule advisory committee meetings at a time convenient for lay members to attend.
4. Send a reminder letter along with a preliminary agenda of the coming meeting to each member about two weeks before a scheduled meeting and invite suggestions for inclusion on the agenda.
5. Run the committee meetings on an organized time schedule and hold to this schedule.
6. Make follow-up reports promptly to the advisory committee regarding action on recommendations made by the committee members.
7. Encourage the lay members to visit the school whenever possible, particularly the classes with which the committee is involved.
8. Provide lay members with maps of the campus to assist them in locating parking, meeting rooms, etc.
9. Send a letter over the signature of the school's leading administrator, officially notifying each lay member of his or her appointment to the advisory committee.
10. Encourage individual meetings with advisory committee members when an administrator or representative of the school requires special information.
11. Keep lay members informed about current and pending state and federal legislation that will affect the school's occupational program.
12. Inform the lay members about the pertinent actions and activities of the state board for vocational education.
13. Assign the responsibility for taking minutes to a school representative at each committee meeting.
14. Provide refreshments at each committee meeting.
15. Inform the lay members about special studies affecting the educational program of the school.
16. Invite instructors to sit in occasionally on committee meetings on the subject they teach.
17. Ask the lay members for recommendations and comments for improving the effectiveness of the committee and its meetings.

18. Invite the lay members to school functions such as graduation, open house, special exhibits, athletic events, and plays.
19. Establish and maintain a climate of informality at committee meetings, encouraging a full interchange of information.
20. Encourage school administrators to reward committee's efforts when particular goals have been achieved.
21. Inform the lay members about the actions and activities of the state advisory council for vocational education.
22. If possible, attend industry programs when invited by lay members.
23. Continually inform the lay members about events concerning vocational education at the local, state, and national levels.
24. Conduct telephone conversations with lay members when confirming facts or seeking advice.
25. Plan an annual breakfast or dinner for all committee members and invite a distinguished speaker.
26. Invite committee members to serve as guest lecturers in order to demonstrate special techniques or skills, or to discuss current practices in a particular occupation.
27. Work through committee members to arrange a conducted tour of industrial facilities for school field trips.
28. Inform the lay members about the actions and activities of the school's general advisory council.
29. Schedule committee meetings regularly.
30. Mail each member a copy of the minutes of the committee meeting as soon after the meeting as possible.
31. Make a reminder call to each member during the morning of the scheduled committee meeting.
32. Hold meetings in a room that provides comfortable and quite surroundings.
33. Recognize the efforts of a lay member who contributes outstanding service to the program by any or all of the following methods: a letter to this person's supervisor, a letter to his or her family, a letter of commendation, a release to the school and local newspaper, or a mention of it in speeches.
34. Put a name plate on donated equipment showing the contributing member's name and firm.
35. Encourage instructors to visit and tour the facilities of industries to which their teaching relates.
36. Keep committee rosters current and updated. Outdated rosters can be a source of embarrassment.

37. Check to see that no committee appointments are politically motivated.

38. Check to see that the qualifications of all potential lay members are carefully reviewed by appropriate school officials to ensure a good working committee.

39. Whenever possible, have the advisory committee include a student, a graduate, and a member of an ethnic or racial minority group.

40. Schedule the term of membership for a definite period of time with provisions for a regular system of replacement.

41. Avoid unnecessary detail work for the committee members, who are busy individuals serving on a voluntary basis.

42. Have in attendance at all committee meetings a representative of the occupational education department.

43. Have supervisors and/or coordinators of vocational education programs attend all committee meetings on their particular programs.

44. Have the school maintain a complete file of minutes of all committee meetings. Copies will be distributed to all committee members and alternates.

45. Plan to hold at least one luncheon meeting per year at a good restaurant, if convenient for the members of the committee.8

FOOTNOTES

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8. Op. cit. p. 68-70.

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HOW TO USE AN ADVISORY BOARD FOR COURSE CURRICULUM DEVELOPMENT

BY

Betsy Blair*

*This presentation included a number of overhead projector slides

Define the study area:

There is always a place to begin, The most important thing in the beginning is to be sure that everyone is talking about the same thing. Each of us have a different picture, definition or interpretation of an object or an idea or a word, subject, topic. That in itself can be easily illustrated here. Each of you take a piece of paper or if you wish in your mind visualize a chair. Now let's take a few minutes to describe our chair.

We can quickly see that there are many different viewpoints on the single word "chair." Back to the point -- define the study area. For my pruposes throughout this presentation the area of which I have been involved in with the Houston Community College will be "Commercial Transportation & Distribution." Now each of you have in your mind what that title covers. So we will write them down.

You can see how important it is to start at the beginning with a clear understanding and agreement as to one definition of the study area.

In addition to this, there were two views early expressed: 1) Were we to teach a "Trade" -- an occupation especially associated with skilled labor; and 2) Were we to teach a "Profession" -- an occupation requiring advanced academic training. Therefore, the course development was to include the opportunity for a student to select courses for use as a "Trade" or to acquire academic training to use as a 'Profession". For example, in the area of transportation, training can be provided for a commercial motor vehicle driver (truck driver) or a rate clerk - a trade and skill in the research and application of freight charges for motor, rail and air and ocean shipments. Training for the 'Profession" in the field of commercial transportation & distribution broadened the area and variety of course requirements. This then was given to the Advisory Board for definition. Those of us in a profession tend to forget that the public will interpret words differently. When I first entered the field of transportation, people thought that I either drove a truck, was a meter maid, or was a travel agent.

So the public interpretation was the direction selected to define the study area. Let us write out different words that define the study area.

Shipping, transportation, commerce, traffic, logistics, distribution, marketing, trade, claims, international, freight forwarders, export, import, packaging, freight, handling, management, warehousing, salesmanship,

customs, economics, law, pricing, public, industry, business, leisure, passenger, commodities, freight, government, ocean, motor-truck, automobile-bus, rail, air-passenger-cargo, pipeline, barges.

Remember that we wanted to develop the course curriculum for both the "Trade" and the "Profession" in the study area of commerical transportation & distribution.

Identify the source of expertise:

This is a very important aspect of the members for the advisory board. The participants should have experienced the same problem or at least should have tried to solve the problem. The participants should be experienced and familiar in their field. They should be aware of the requirements to provide the training to meet such needs.

Representatives of professional organizations were asked to be advisory board members. This was twofold: the organizations had existing Educational Committees and in all cases were involved in study programs and wanted community projects. On the other side, the Houston Community College wanted to know how to define this field of study and what courses to teach as well as supply teachers and contact students. This coordination of representatives formed the advisory board. Here are some of the professional organizations which were contacted:

Transportation Club of Houston
Women's Transportation Club of Houston
Delta Nu Alpha
American Society of Traffic & Transportation
Railroad Agents Association
Motor Carrier Freight Association
Warehousemen's Association
National Transportation Defense Association
National Council of Physical Distribution Managers
Interstate Commerce Commission Practitioner Chapters
Propeller Club, Port of Houston
Freight Agents
Traffic Clerks Association

U. S. Department of Commerce
Maritime Association
Chamber of Commerce

From there, these representatives reported to their respective organizations requesting interested instructors and counselors. Those interested in teaching applied and were qualified through the Houston Community College. Instructors were also asked to participate on the advisory board. After all, if that person was going to teach a course, he/she should participate in the development. The inclusion of the instructors to the advisory board meetings also provided contact for employment opportunities and feedback from students. The members of the board could identify within their own companies the requirements and qualifications for employment in this field. Notice the strength within the advisory board and the instructor participation in advisory board meetings. Thus far we have been able to define the study area, provide for instructors, develop employment contacts, and provide resource experience.

Development of the Advisory Board:

Once you have a meeting with representatives invited to perform certain duties, the meeting is not over. The effective use of the committee-form meeting is of utmost importance.

The leaders should outline and state clearly the source of authority. In this case the Houston Community College is responsible to the Texas Board of Education. Explain the limits of the Community College and its responsibility to the Texas Board of Education. Explain the funding base and the importance of attendance and enrollment. Be sure the members understand the financial framework, the availability of facilities and the payment of instructors.

Then give the advisory board the responsibility to act and the time limit to perform within those boundaries of authority outlined above. Let them do the work. From the beginning, ask for participation and ideas.

The preparation of the leader before the Advisory Board meeting is very important. Advise the members well in advance of the date and include the last meeting's discussions and action items. Outline questions that should be brought up and the answers that will be needed. Be very specific about the

date required and set deadlines. The leader should not dominate the meeting Maintain the direction of the meeting and be sure to encourage the broadest participation to get a pooling of ideas and a mutual exchange of experiences. The advisory board meeting should be an open discussion with specific goals in mind. A good meeting will be and must be completed by a summary. The leader may ask the participants to suggest summary statements, concluding agreements and action items. Action items should clearly be assigned to a member. The next meeting date should be announced and agreed upon. The next steps for the board and its members should be clearly spelled out. All of this will be recorded in the minutes, and the minutes mailed out well before the next meeting. This is for clarification, reminders on action items, preparation for the next meeting, and scheduling the members' activities to attend the next meeting.

Remember it is a group meeting, make it a group effort.

An example from the minutes of the August 19, 1975 meeting is quoted below:

> "It was decided to have a CTD Advisory Committee meeting in October, 1975 to establish the Spring semester class schedule. The Spring schedule must be ready by October 24, therefore, a late September or early October meeting is necessary."
>
> The meeting was held September 11, 1975.

Another example:

> "It was decided that during the next Summer Term in 1975 the CTD classes will meet twice a week instead of once per week."

Remember the beginning was to define the study area. Let the Board define it. Let the Board suggest the courses and their sequence. The instructors will recommend prerequisites and will work out course boundaries and combinations of subject areas. The employers will set the qualifications for the hours needed in each course area and the variety that will meet the job requirements as a trade or as a profession. This is what is meant by measuring the results. The Board will develop, redevelop and redevelop. They will combine their expertise with public interpretation, job requirements and job qualifications into a course curriculum to meet the current needs in a changing environment.

Examples in Functioning of the Advisory Board

The first example is agreeing on the basic courses and the semester order. There were many courses to offer and some required two semesters. Here are some examples of the courses which had to be defined and divided:

Principles of Economics
Introduction to Transportation
Traffic Management
Distribution Management
Ocean and International Shipping
Air Freight
Motor Freight Rate Classification
Rail Freight Rate Classification
Materials Handling
Interstate Commerce Law
Claims and Insurance
Export and Import Procedures

Course specialization was often a discussion topic. How could the student qualify for a degree program in a specific area within the CTD program. The Advisory Board took on this concept and reviewed each course and its content and then grouped the courses within a related special field for a degree program.

This did not come easy; it was trial and change. There was no wrong way because the courses were being offered and the students receiving instruction. Yet, a better order could provide more flexibility in the study area by the rotation of the semester offerings and the combination of courses with prerequisites identified. Courses were divided into I and II as in the Interstate Commerce Law. A complete and careful review was made to assure that course descriptions were accurate. Course outlines were re-written, adding or eliminating courses on the basis of student response. The search for instructors was made by the advisory board as they suggested new courses. Selection and recommendations of course texts were discussed.

And then there was Achievement:

From October 14, 1974 minutes:

"It was unanimously agreed upon that we would add a 30 hour certificated program in CTD for 75-76. At the December curriculum meeting the committee will determine the courses to be required."

The ability to participate in professional academic achievement was added to the course by providing courses to qualify for the American Society of Traffic & Transportation Examination. This is certification in the field of transportation and distribution.

"Bill Westbrook presented the information he had obtained from Glascow, AST&T National regarding our courses meeting standards set by AST&T. Bill interprets that we will have little problems with section II - Transportation Management and Section III -- General Business. Dick Brown is taking a list of courses and textbooks to start evaluations by AST&T. Meanwhile, we will work with DNA (Delta Nu Alpha) to assist in setting up study groups for AST&T candidates."

Here the advisory board members wrote to the certifying organization for course requirements and recommended study texts and materials. This and new instructors were overlaid on the curriculum and incorporated into the program.

(September 11, 1975)

"Bill Westbrook presented information on standards set by AST&T and it was agreed to discuss AST&T certification in the next CTD Advisory Committee meeting."

So it continued. And there was another professional level of inclusion -courses paralleling established professional educational lines for the College of Advanced Traffic. The advisory board wrote to the College and requested permission to teach courses for this recognition Again, course outlines and content were compared to the requirements and outlines of the College of Advanced Traffic. Now the curriculum could be extended to those persons wishing only to have this certification or to pass the AST&T Examination for certification.

(September 22, 1977)

81

"The agenda attachment provided data on Summer and Fall semester, 1977 and proposed Spring, 1978 courses; the status of the College of Advanced Traffic; and clock hour seminar programs. The Advisory Committee reviewed this data and the overall enrollment/campus information displayed at the meeting and then approved the following 13 Spring Semester course offerings:"

Adding new programs was also a contribution of the advisory board. The board felt that there was a definite need in the employment field in the growing Houston area for specialization in the field of international trade. This idea has, from the suggestion by the board, been developed into a new course offering under the heading of International Transportation & Trade which provides an Associate Degree (AAS). Many groups were included in the support of the program.

"Group will assist in obtaining industry support letters for IT&T degree. Particular emphasis should be given to support from:
Houston Chamber of Commerce, Charles Baldwin, Mgr., International business; Port of Houston Authority, George Altvater, Executive Director; Houston World Trade Assoc., Bernard Murphy, Executive Director; U. S. Dept. of Commerce, Felix Guerrero, Manager; U.S. Maritime Administration, George Krohn, Market Dev.

Here is another example of using the expertise and experience of the board members.

The results were: (September 22, 1977)

"The International Trade & Transportation (IT&T) program planning group proposed a specific list of courses for an AAS degree. After discussion the following changes were made: CTD 1311-Classification Procedure/Rate Computation Motor was changed from a required course to a CTD elective. The first semester was thereby reduced to 15 hours and the total degree to 60 hours. The International Trade course CTD 1323 was shifted to first semester and ECO 2301-Principles of Economics I moved to second semester. SPA 1441-Spanish I and FRE 1441-French I was added as approved electives."

Another area that was developing was the clock hour seminars. These were reviewed by the advisory board. Some of the seminars related to IT&T were CTD 1003-Federal Maritime Commission and CTD 1004-Marine Cargo Insurance. Proposed for consideration in the future were: Tanker Operations or Bulk Marine Transportation, Chartering, Hull Insurance.

These "Clock Hour Seminars" developed from the advisory board's comments on their contacts with the public in which interest was expressed in current issues in the international field. The concept provided excellent refresher programs or expansion and specialization for students and people already in the business.

The completely structured original course program now provided short one-hour credit seminars, study courses, speciality courses, qualifying courses, trade courses and a complete academic course for full professionalism. The advisory board accomplished this in five years. Within these options were schedules students preparing to advance to a four-year institution to obtain a Bachelor's degree could follow.

For example: UH/CLC Transportation option - (66 Hours) A.A. degree for HCC, only 4 CTD courses in order to permit student to take 4 English, 2 History and 2 Government courses, and 10 other college parallel subjects required at UH/CLC.

Report of Study Group to CTD-AC Re: A.A.S. Degree
In Commercial Transportation and Distribution

1. Currently: 21 courses (63 semester hours) consisting of 11 specified required CTD courses, 7 specified other subjects, 2 CTD electives, and 1 Approved elective. (see CTD yellow flyer for details).

2. Problem areas with current degree plan:
   a. One course more than traditional Community College A.A.S. degree 2-year program of 60 semester hours.
   b. Rigid course of study does not permit student input regarding individual career needs. T & D represents many varied activities and current highly structured degree program does not reflect this variety.
   c. CTD courses in catalog include 13 other than prescribed subjects of broad student interest, but only space for 2 electives for application to degree plan. This causes potential small enrollment in these courses.
   d. Addition of College of Advanced Traffic program (4 volumes in 4 semesters) has not as yet been included in degree plan.
   e. Acceptance of present AAS degree courses for integration into bachelor degree programs.

3. Proposal:
   a. Reduce degree requirements to 20 courses (60 to 62 semester hours).
   b. Require minimum of 5 general education courses (max. 7), and 13 to 15 CTD/Technical courses.
   c. General education:

      3 courses required ENG 1301 (English); BST 1311 (Business Communications) or SPE 1301 (Fund. of Speech); and ECO 2301 (Principles of Economics).

      2 to 4 courses - Student selection from wide list of acceptable subjects in general education field. (include Govt., Accounting, Psychology, Salesmanship,Behavioral Management, Business Math, Business Law).
   d. Technical/CTD requirements:

      Group A - Min. of 5 Freshman level CTD courses
      Max. of 7 according to major field

      Group B - Min. of 5 Sophomore level CTD courses
      Max. 7 according to major field.

Summary

What we have discussed here is the use of experienced people in the development of a curriculum program. The technique is called a "Committee." The most common opinion of a committee is a way to delay a project. However, I have illustrated the effective use of a committee when properly organized, developed and operated.

These points were:

Define the area of authority. Be clear as to where the authority originates and its limits.

Delegate the responsibility. Set the goals collectively along with standards, qualifications. Let the members be responsible.

Emphasize again the need to use the contributions, ideas, suggestions, and experience of the members – after all this is how they are being responsible – through participating and contributing.

Have timely and knowledgable meetings. Advance notice with review and action items. Contacts.

Report frequently on the success of the committee. Compliment them on their achievements and contributions. Recognize their expertise, experience and the time and effort they give.

And remember the leader:

Controls the discussion by leading, not by dominating

Prevents side-tracking

Presents the problem, or the topic

Starts the discussion

Guides the discussion

Encourages participation for all

Does not contaminate with personal opinion

Summarizes the discussion

Confirms action items

Having summarized the use of committee characteristics; the expertise, experience and willingness of the advisory board members; and the techniques, it is fitting to summarize the reward and evaluate the benefits of the Advisory Board.

R E S U L T S

OF

ADVISORY BOARD FOR CURRICULUM DEVELOPMENT

	1972	1978	INCREASE
Courses Offered	4	14	350%
Enrollment	58	258	445%
Campuses	1	7	

Hour Seminars

Study Groups and Cooperative Programs

Junior College AAS

Accredited University

Professional Certification

High Schools

Technical Centers

It can best be said that the success of the advisory board curriculum development is in the growth of its program. The Commerical Transportation & Distribution study program began in the Fall of 1972. The idea and work started long before that however. The first courses were offered by Delta Nu Alpha as study courses when the University of Houston dropped transportation from their curriculum. The Fall of 1972 was the first semester that the Houston Community College offered these courses under the direction of the HCC and its advisory board. There were four courses offered that semester and enrollment was fifty-eight using only one campus. Compare the growth to that of the Spring Semester of 1978. There were fourteen courses, 350% increase; the enrollment was at two hundred and fifty-eight, 445%, and courses were offered at seven campuses.

The first scholarship for the Commercial Transportation & Distribution student was sponsored by the Women's Transportation Club of Houston in the amount of $200 in 1972. In 1973 the Transportation Club of Houston offered a scholarship for the outstanding student in CTD for four years. In 1977 that club offered financial support for students in the College of Advanced Traffic program which began that year offering students a two-year concentrated study program for a career in transportation/distribution.

The advisory board has been invited to explore the funneling of transportation-related courses into the high school curriculum. They are also involved in the new Barbara Jordan Technical Center (North Houston) in the development of transportation and related courses.

The program worked because there was an interest in the community in offering training in a field to qualify for employment. The students responded and the program grew because of the coordination of these interests through the advisory board.

There is not enough I can say about the benefits of education. It does not necessarily get one a job, but it sure gives you the tools to have a better chance of getting a job. The community benefits; and, above all, the student benefits.

The rewards for using an advisory board for course curriculum development were as follows:

There is a truly complete course curriculum abreast of the times.
Experts participate and contribute.
Students get what they ask for and pay for.
Employers can hire trained and qualified persons.
The general public/community improves.

The Houston Community College expands to offer more opportunity for education to more citizens.

REPORT ON GROUP A:
"HOW TO UTILIZE LOCAL ADVISORY COMMITTEES IN DESIGNING PROGRAMS"

A living case study which illustrated the proper role of advisory committees in assisting a community college to respond to a new occupational training need was the focus of this workshop conducted by Mr. Calvin Smith, Chairman of Industrial Occupations at Houston Community College. Joining Mr. Smith in the workshop session was Mr. Floyd Wilcox, Chairman of the College's Advisory Committee on the new Recreation Vehicle Mechanic Program and manager of Frank Gillman Motor Home Division of Houston.

The recreation vehicle industry is a multimillion dollar business in the United States. This industry is attempting to cope with a shortage of trained mechanics to service luxury vehicles costing up to the hundreds of thousands of dollars. The Houston area is the second largest recreation vehicle market in the United States, and Mr. Wilson's firm is the second largest dealer in the country. A total of three of the top ten dealers serve on the advisory committee.

Approached by Houston Community College regarding the feasibility of a new occupational program for their industry, the recreation vehicle dealers responded enthusiastically. They closeted themselves with college representatives to identify entry-level competencies for the mechanic; ran ads in the newspaper for prospective students; offered five $1,000 scholarships, including $400 worth of tools for graduates; and secured two recreation vehicles and related equipment from manufacturers for the program. Further, the dealers assisted in the placement of graduates and service managers participated in evaluation of the program. The Houston initiative also stimulated great national interest throughout the Recreation Vehicle Industry.

Mr. Smith cautioned that the educational administrator walks a thin line drawn by the industry's needs and state and local policies governing occupational education. He stressed that industrial representatives should be encouraged to state their needs without initial regard to legal and policy constraints. It is then the occupational administrator's responsibility to match the two. Industry's enthusiasm should not be dampened. "The basic conflict is that industry is product oriented", Smith said, "while education is still too process oriented."

The desire of the Houston Community College to assist the recreation vehicle industry with its need for trained mechanics was a pleasant surprise. Although keenly aware of the College's existence and its commitment to occupational education and training, the industry was unaware that its unique needs could be addressed through a formal program of study at Houston Community College. The two semester program had been constructed around the industry's needs and, if successful, would produce mechanics with an annual earning potential of up to $50,000. The Recreation Vehicle Industry in Houston and throughout the nation will be actively involved in developing the program.

IV. CONCLUDING REMARKS

The purpose of this final section is to present the investigator's views of the activities described herein. We will not indulge ourselves with laudatory comments and the like, since the most appropriate source for such would be from the participants themselves. The brief review of the results obtained from the pre-session and post-session questionnaires is provided in the previous sections. Included therein are some of the views of the respondents regarding the three objectives via the questions included within the rubric of each objective.

This report is intended to serve two purposes. First, it is to present the proceedings of two one-day workshops held on consecutive days at Texas Southern University in Houston, Texas; second, to share our experiences in conducting these events with vocational education leaders in Texas and the nation. The preceding section serves the first purpose with the greatest degree of accuracy possible within the limitations of the instruments used. This section is to serve as the focal point of the second purpose.

A number of difficulties were encountered in the process of planning, conducting and evaluating the two events. The major ones are mentioned here, along with suggestions for their remediation. It is hoped that this discussion will be of value to others who plan to conduct similar events.

1. The Identification of Participants

In this case, it entailed contacting all vocational directors in the public school districts and community-junior colleges in the geographic region to be served. Considerable time was devoted to this activity, especially in the form of telephone work and mailings.

Suggestions:

The local vocational directors should maintain an up-to-date roster of their advisory committee members at all times, complete with mailing addresses and telephone numbers. Copies should be filed with the state education agency on an annual basis. In this way planners of workshops and other such events can obtain the source of participants from one central location.

2. Separation of Secondary and Post-Secondary Educators

Although there are obvious differences regarding the level of instruction and, perhaps the degree of specialization, between these two levels of

curriculums, there do not appear to be significant differences regarding the roles and utilization of advisory committees. Their commonalities appear to outweigh their differences.

Suggestions:

Events such as these should be for both secondary and post-secondary vocational educators and members of their advisory committees. In the future such events may offer one session which separates secondary and post-secondary types within the overall effort. It appears that the two events described herein could have been combined into one workshop with some changes in the planning.

3. Involvement of Advisory Committee Members in Workshop - and Seminar-type events.

An examination of the lists of participants shows that fewer than one third of them were advisory committee members. The events were intended to have a half-and-half distribution among vocational administrators and advisory committee members.

Suggestions:

Advisory committee members are asked to make a considerably greater contribution than they receive rewards for in terms of time and finances. On the other hand, vocational administrators routinely include these same activities as part of their professional responsibilities. As a gesture of the importance with which events of this type are viewed, future events should provide a travel and per diem allowance for the invited advisory committee members. This would be a tangible expression of how their worth is viewed. It is predicted that increased involvement would result.

4. Selection of Presenters

Only the two major presenters in each event were provided an honorarium. This contributed to the difficulty of obtaining presenters for the remainder of the programs.

Suggestions:

Provide each presenter with a significant honorarium as a token of the value of his/her contribution to the event. An additional advantage to adopting this idea is that it would enhance the possibility of the workshop director obtaining prepared presentations from all of the speakers. This, in turn, serves to encourage the speaker to stay on the subject. Furthermore, it would enable the workshop planner to include that paper in the final report, thereby providing a benefit for others who were not at the event.

5. Length of the Workshop:

Each event was an all day affair, starting at mid-morning and continuing into the evening.

Suggestions:

These events should be limited to not more than five hours. This would include lunch with an interesting and dynamic speaker. Participant fatigue was obvious after four hours. Such fatigue reduces the interest and ability of the participants to profit further from the rest of the event.

6. Small Discussion Groups

Each workshop held small discussion groups between the two general sessions. Observing the activities made it obvious that a substantial number of the participants did not go to any of the small group sessions, although each was clearly assigned to one. In this aspect of the workshop agenda there was considerable lack of interest.

Suggestions:

Eliminate small group sessions for workshops that have a total attendance of less than sixty. It appears that most participants prefer to remain together when the overall size of the group is sixty or less. Therefore, an increase in the number of presentations for the entire group with ample time for questions and discussions is suggested.

7. Evaluation of the Workshops

The strategy in this case was to conduct a pre-session survey and to follow-up with a post-session survey containing the same questions. This enabled the investigator to observe the changes that resulted from the event. Since the questions related directly to the objectives and were established in cooperation with the presenters, it would appear that the method is valid. There is some question in the mind of this investigator, however, regarding the reliability of the results. The reason for this concern is that less than half of the participants returned a completed post-session questionnaire. Another difficulty encountered related to the fact that the questions were open-ended. The translations of the responses into categories was a very time-consuming task. Furthermore, this investigator believes, after reviewing all the surveys, that the quality of responses would have been greatly improved by incorporating objective-type questions. The reason for mailing the post-session survey which resulted in a lower rate of return was that a significant number of the participants left before the end of the final session.

Suggestions:

The pre-session and post-session questionnaires should be the objective (forced-response) type. This would increase the objectivity of the evaluation process, reduce the time required to tabulate the results, and improve the quality of responses, assuming the questions were of good quality. The idea of coupling the questions with the presentations should be continued. The speakers should be strongly encouraged to directly address the questions in their presentations. While this may be a constraint to some extent, it does provide for a more direct treatment of the pre-established objectives. The post-session questionnaire should be obtained from every participant before they leave the workshop, regardless of when they leave. A carefully worded request to that effect at the onset of the workshop would facilitate this. It can also be enhanced by enlisting more assistance in monitoring the entrance and exit of the participants.